Personal & Professional

'In' Box

Meet "a group of people who want to make a revolution in Hollywood," reads the advertisement for a seminar on the perils of contemporary popular culture.

For one week in March, Hillsdale College will bring together activists, critics, film producers, and Hollywood executives to discuss what's gone wrong with film, television, and popular music. "We don't see popular culture reflecting the heartland values, the ideals of family, church, and local community which were once the bedrock of the American experience," says Lissa Roche, director of seminars for the college. She said the "Culture Wars" program, which is open to the public, would not be outright pop-culture bashing, but would include reports from media executives trying to offer more positive portrayals of popular culture.

Speakers will include the film critic Michael Medved and the humorist P. J. O'Rourke. Also speaking will be Gary Bauer, president of the Family Research Council, and Tim Penland, a producer of films with Christian themes.

Hillsdale sponsors several lecture series a year with conservative issues. Students can receive course credit for attending the lectures and subsequent discussion groups. For more information, contact Ms. Roche at (517) 439-1524.

■

Colleges with successful faculty-development programs will be eligible to compete in a new award program sponsored by higher education's largest pension companies.

Beginning in 1993, the Teachers Insurance and Annuity Association and the College Retirement Equities Fund will give the "Hesburgh Award" to an institution that has been judged to have an effective faculty-development program for improving undergraduate teaching. The winner will receive $25,000.

The award is named for the Rev. Theodore M. Hesburgh, president emeritus of the University of Notre Dame and a former TIAA-CREF trustee. Clifton R. Wharton, Jr., chairman and chief executive officer of TIAA-CREF, announced the award at the American Council on Education's annual meeting last month. He said he hoped the award would draw attention to faculty development and "provide proven concepts for inspiration and replication." The first award will be presented at next year's ACE meeting.

"We believe our participants understand us to be much more than just a provider of retirement plans and insurance," Mr. Wharton said.

Two-year and four-year public and private institutions are eligible. Institutions can nominate themselves or be recommended by others. A panel will evaluate the nominated programs.

Scientists Find That Moving a Laboratory May Be as Expensive as It Is Tricky

Many researchers relocate at least once in their careers; it's a 'pain,' says one

By DEBRA E. BLUM

When Josef Michl moved his chemistry laboratory last year from one university to another, he had to make sure that $3,000 handmade quartz bottles that store liquid gases were packed as delicately as eggshells for the trip, that the organic chemicals synthesized by his research team were transported at the proper temperature, and that his 14-foot-tall spectrometer would fit into his new lab space.

"I can look back at all the stories of the move now with humor, but I can still say in four words what moving is like," says Mr. Michl. "It is a pain."

In 1986 he moved his laboratory from the University of Utah to the University of Texas at Austin, and last year he moved again to the University of Colorado at Boulder.

An Array of Difficulties

Mr. Michl and other research scientists say they face an array of difficulties and details when they leave one university for another, bringing much of their research effort along with them. But because universities are constantly snapping up faculty members from each other, and because some universities make them offers they can't refuse, it isn't unusual for scientists to make at least one move during their academic careers.

Installing scientists can be extremely expensive. So-called start-up packages offered to new scientists as well as to senior scholars moving to a new institution usually include money to buy equipment, renovate laboratories, and begin research. After the university's initial layout, however, professors are expected to support their own research with grant money.

Professors who move from one campus to another usually take with them a variety of pieces of sensitive scientific equipment, samples from experiments, computers,

Continued on Page A16

J. MARTIN NATVIG, U. OF COLORADO

Josef Michl, shown in his chemistry laboratory at the U. of Colorado, transported some research samples from Texas in picnic boxes filled with dry ice.

Administrators' Median Salaries Up 2.6%, Trailing Inflation

Continued From Page A1

tions fared the best; their median salaries rose 3 per cent. Median salaries of administrators at doctoral institutions increased 2.3 per cent; at comprehensive colleges, 1.6 per cent.

The association's survey, which has been conducted annually since 1977-78, tracks median salaries for 167 administrative positions. The percentages it reports are the average increases in the median—or the middle value—in a group of salaries.

Increases Depend on the Job

The increase that administrators received in their paychecks often depended on the type of job they held. Median salaries for administrators in academic and external-affairs positions increased by just over 3 per cent in 1991-92, while salaries for their counterparts in executive, student-services, and other posts rose 2.2 to 2.4 per cent.

Median salaries for administrators at all institutions in 1991-92 ranged from $21,889 for admissions counselors to $173,287 for deans of medical schools. (Last year's survey put the median salaries for those two positions at $21,523 and $160,172, respectively.)

In this year's survey, a seventh administrative category was added to the list of positions with median salaries over $100,000. The newcomer was the chief health-professions officer, the senior administrator responsible for an institution's hospitals, clinics, and health-related degree programs. The job had a median salary at all institutions of $105,000 this year, compared with $89,444 in 1990-91.

"I don't see any encouraging indicators that the situation is going to improve in the coming year. If I had a crystal ball, I would anticipate that increases will be even lower."

Six Categories Above $100,000

Six other administrative categories already had median salaries in excess of $100,000. They are the deans of medicine, law, dentistry, public health, and veterinary science, and the administrators of hospital medical centers.

While the salaries of a few top administrative jobs rose significantly, such as the chief health-professions officer, most in-

Continued on Page A17

FACT FILE: Median Salaries of College and University Administrators, 1991-92

Executive	All institutions	Doctoral	Comprehensive	Baccalaureate	2-year
Chief executive of a system	$99,452	$150,000	$110,680	$86,881	$89,669
Assistant to chief executive of a system	62,676	76,392	—	—	50,170
Chief executive of a single institution	95,500	133,775	101,308	93,500	80,400
Assistant to chief executive of a single institution	46,723	62,400	51,306	40,000	40,954
Executive vice-president	75,743	115,000	75,000	63,097	68,537

Academic	All institutions	Doctoral	Comprehensive	Baccalaureate	2-year
Chief academic officer	$72,676	$113,300	$84,500	$65,280	$61,083
Chief health-professions officer	105,000	163,611	—	—	—
Director, library services	47,064	80,000	57,000	39,000	41,322
Circulation librarian	29,165	35,038	30,614	23,250	31,935
Acquisitions librarian	33,611	40,035	33,241	28,125	33,600
Technical-services librarian	33,817	50,645	36,457	27,600	33,451
Public-services librarian	36,000	50,236	36,298	28,403	37,552
Reference librarian	31,328	39,950	31,615	27,675	34,124
Director, institutional research	48,980	59,750	50,124	38,485	45,072
Associate director, institutional research	38,474	42,603	36,750	27,150	35,185
Director, educational-media services	35,931	50,736	37,030	29,845	37,131
Director, learning-resources center	38,742	49,074	37,736	30,089	42,963
Director, international studies	47,947	54,636	47,038	38,000	—
Director, academic computer center	47,800	72,000	48,850	38,620	41,000
Associate director, academic computer center	42,809	54,770	43,308	28,500	—
Administrator, grants and contracts	47,874	62,496	45,093	34,109	41,033
Dean, architecture	90,441	93,300	—	—	—
Dean, agriculture	90,168	104,220	70,250	—	—
Dean, arts and letters	61,944	93,672	69,400	54,104	51,330
Dean, arts and sciences	72,363	96,696	72,900	58,688	52,182
Dean, business	71,658	108,333	77,509	54,919	49,957
Dean, communications	56,127	93,350	—	37,008	47,665
Dean, continuing education	54,471	80,128	59,800	43,900	49,490
Dean, dentistry	120,000	124,674	—	—	—
Dean, education	70,000	89,362	70,013	46,680	48,825
Dean, engineering	90,400	109,668	84,800	—	54,050
Dean, extension	62,899	89,100	—	—	55,031
Dean, fine arts	65,050	88,511	69,227	40,010	46,288
Dean, graduate programs	70,784	89,100	64,500	49,908	—
Dean, health-related professions	65,000	89,318	71,466	51,909	49,617
Dean, home economics	82,000	90,000	—	—	—
Dean, humanities	50,992	93,002	65,000	43,200	52,375
Dean, instruction	57,854	—	—	—	58,820
Dean, law	124,965	129,972	122,000	—	—
Dean, library and information sciences	69,607	85,238	64,547	—	52,381
Dean, mathematics	51,453	—	54,583	39,015	51,453
Dean, medicine	173,287	184,250	—	—	—
Dean, music	61,542	88,117	61,500	34,867	—
Dean, nursing	65,000	92,711	67,600	47,273	46,412
Dean, pharmacy	99,300	105,000	—	—	—
Dean, public health	128,250	132,971	—	—	—
Dean, sciences	60,001	103,531	68,000	44,769	50,476
Dean, social sciences	51,714	99,442	67,571	42,662	52,150
Dean, social work	84,043	92,300	—	—	—
Dean, special programs	48,469	—	56,410	42,100	43,324
Dean, undergraduate programs	59,500	84,075	58,240	52,135	—
Dean, veterinary medicine	110,250	110,517	—	—	—
Dean, vocational education	54,065	—	70,700	—	51,924

Administrative	All institutions	Doctoral	Comprehensive	Baccalaureate	2-year
Chief business officer	$68,500	$100,600	$79,500	$63,623	$58,124
Chief administration officer	68,712	95,407	72,604	57,240	60,718
Chief financial officer	63,268	82,500	65,823	50,359	50,494
Director, environmental health and safety	46,897	54,819	40,000	—	—
Director, telecommunications	46,736	55,176	42,385	30,513	42,097
Chief planning officer	62,797	83,100	61,114	49,054	57,587
Chief budget officer	55,030	64,760	51,170	46,706	45,206
Associate budget director	43,460	51,600	40,399	38,000	35,831
Chief planning and budget officer	70,200	81,000	59,961	—	—
General counsel	73,826	84,798	62,482	—	—
Staff attorney	55,461	58,000	—	—	—
Chief personnel and human resources officer	50,637	66,338	51,500	37,785	44,656
Associate director, personnel	40,222	48,246	37,664	30,113	39,488
Manager, benefits	33,570	41,672	30,200	26,562	29,647
Manager, training and development	36,193	37,900	32,468	—	36,193
Manager, employee relations	40,803	40,635	—	—	—
Manager, labor relations	49,662	49,140	—	—	—
Manager, employment	33,413	39,437	30,160	26,500	30,635
Manager, wage and salary	37,147	39,866	32,474	34,265	—
Manager, personnel information systems	36,130	39,771	30,105	—	—
Director, affirmative action and equal employment	51,315	57,145	45,231	44,882	43,062
Associate director, affirmative action and equal employment	38,016	38,016	—	—	—
Director, personnel and affirmative action	39,557	—	44,492	32,257	38,811
Chief information systems officer	57,872	78,246	60,000	46,325	47,323
Associate director, computer center	45,662	64,743	46,987	37,000	38,700
Data base administrator	43,700	50,133	37,798	30,525	40,408
Systems analyst, highest level	38,892	43,175	39,158	30,680	35,395
Systems analyst, lowest level	32,064	35,037	31,021	25,000	33,024
Programmer analyst, highest level	32,684	36,000	31,713	28,895	32,801
Programmer analyst, lowest level	26,832	27,433	26,500	24,500	27,126

Administrative, continued	All institutions	Doctoral	Comprehensive	Baccalaureate	2-year
Director, administrative computer center	$47,230	$67,830	$49,500	$38,580	$43,457
Associate director, administrative computer center	41,861	58,200	43,500	29,000	37,172
Chief physical-plant officer	49,410	72,683	53,840	41,292	41,740
Associate director, physical plant	41,262	56,004	42,024	32,010	34,800
Manager, landscape and grounds	31,723	38,690	30,944	26,800	27,162
Manager, building maintenance trades	35,097	43,264	34,279	30,163	31,483
Manager, technical trades	37,588	43,189	35,544	30,000	32,890
Manager, custodial services	30,120	37,380	30,337	24,845	27,290
Manager, power plant	39,460	44,083	36,764	37,828	—
Comptroller	50,000	72,200	52,379	42,500	43,374
Manager, payroll	30,531	40,000	29,744	24,000	28,616
Director, accounting	41,508	53,450	41,400	32,240	35,244
Staff accountant, highest level	30,000	32,330	31,092	25,090	29,532
Staff accountant, lowest level	24,228	24,652	25,525	21,325	24,460
Bursar	36,630	48,420	36,369	28,603	33,232
Associate bursar	30,213	35,941	30,394	19,000	—
Director, purchasing	38,976	53,000	38,780	30,089	33,415
Associate director, purchasing	36,000	44,404	30,800	23,600	27,790
Director, bookstore	29,088	47,415	35,338	24,150	25,225
Associate director, bookstore	25,750	33,434	24,403	20,290	27,025
Director, internal audit	47,706	55,148	41,153	41,600	35,010
Director, auxiliary services	51,180	63,090	50,477	37,715	43,068
Manager, mail services	23,213	30,076	23,500	17,992	22,040
Director, campus security	37,382	53,529	38,560	29,000	31,858
Director, risk management and insurance	51,266	54,727	44,150	—	—
Administrator, hospital medical center	136,667	147,224	—	—	—

External affairs	All institutions	Doctoral	Comprehensive	Baccalaureate	2-year
Chief development officer	$64,000	$89,310	$70,284	$60,154	$48,298
Director, annual giving	36,130	42,285	35,517	32,822	35,343
Director, corporate and foundation relations	43,343	51,494	42,000	39,700	40,090
Coordinator, resource development	30,725	37,613	30,000	26,993	36,000
Director, estate planning	48,900	60,000	48,150	41,458	—
Chief public-relations officer	43,048	70,422	46,920	36,943	36,600
Director, governmental relations	65,840	67,500	61,125	—	—
Chief development and public-relations officer	71,000	100,000	72,677	52,198	44,898
Director, alumni affairs	36,490	54,000	38,192	31,049	28,680
Director, development and alumni affairs	45,000	67,930	47,500	42,000	36,953
Director, special and deferred gifts	45,856	56,175	48,000	43,059	—
Director, church relations	36,000	—	32,010	37,480	—
Director, community services	42,761	46,800	40,291	35,084	43,104
Director, publications	36,915	46,000	37,031	30,200	35,000
Associate director, publications	29,000	34,409	29,332	24,305	—
Manager, printing services	30,990	40,571	30,885	23,900	28,417
Director, information office	37,745	51,348	37,836	29,500	34,192
Director, news bureau	33,168	42,786	32,639	25,355	—

Student services	All institutions	Doctoral	Comprehensive	Baccalaureate	2-year
Chief student-affairs officer	$60,662	$89,000	$68,828	$52,047	$55,000
Dean, students	49,945	60,211	50,000	40,000	51,093
Chief admissions officer	45,621	56,496	49,975	40,868	38,718
Associate director, admissions	32,568	39,666	33,760	28,584	28,500
Admissions counselor	21,889	25,000	22,399	20,000	25,035
Academic adviser	27,420	26,395	27,573	27,720	29,500
Director, admissions and registrar	46,989	67,900	52,695	35,550	44,434
Registrar	40,000	57,170	45,036	34,022	36,755
Associate registrar	33,790	41,050	33,650	26,502	33,009
Assistant registrar	26,502	31,656	27,271	21,500	26,143
Director, admissions and financial aid	48,550	—	59,438	46,250	41,958
Director, student financial aid	39,264	54,832	42,673	34,167	36,593
Associate director, student financial aid	29,203	38,760	30,156	24,000	26,000
Director, food services	40,728	53,475	41,213	34,715	27,007
Associate director, food services	34,042	41,074	34,854	25,344	—
Director, residence halls	36,000	54,062	37,630	28,350	26,143
Associate director, student housing	31,860	42,066	31,565	24,000	—
Housing officer, administrative operations	32,320	38,989	29,983	22,600	—
Housing officer, residential life	26,702	34,716	26,810	23,734	22,211
Director, foreign students	33,643	41,037	31,805	27,272	—
Director, student union and student activities	38,070	50,524	38,133	29,000	39,507
Director, student union	41,004	49,450	40,079	31,297	—
Associate director, student union	33,819	36,360	32,800	23,373	—
Director, student activities	30,500	38,724	32,400	25,737	31,857
Director, student placement	36,875	49,000	39,327	30,285	35,183
Director, student counseling	42,750	54,514	43,995	34,502	43,154
Associate director, student counseling	36,693	45,384	33,653	29,567	33,256
Director, student health services, physician	79,615	86,000	72,037	70,000	—
Director, student health services, nurse	29,510	39,490	32,436	24,400	27,900
Director, campus ministries	32,000	40,548	34,100	30,285	—
Director, athletics	50,500	81,180	56,800	41,200	40,440
Men's	49,100	63,350	52,693	44,020	—
Women's	40,543	50,188	38,900	34,019	—
Director, sports information	28,000	36,048	28,428	22,125	—
Director, campus recreation	32,911	46,864	32,250	26,010	23,788
Chief, enrollment management	54,372	66,678	59,844	51,000	44,678
Director, minority affairs	37,000	45,636	34,956	31,200	30,100
Director, conferences	36,225	46,031	33,959	30,245	34,060

Note: The figures are based on a survey sent to 3,400 colleges and universities in the fall of 1991. The response rate was 42 per cent. The figures are meant to provide a broad overview of salaries in higher education. A dash indicates insufficient data.

SOURCE: COLLEGE AND UNIVERSITY PERSONNEL ASSOCIATION

tant. Gas pumps, exhaust hoods, and other items must also be taken care of.

Sending a member of the research team ahead to make plans or working from blueprints of the new laboratory are good ways to make sure the move goes smoothly, says Sheri Wischusen. She organized the move of Keith Moffat's biochemistry and molecular-biology laboratory from Cornell University to the University of Chicago two years ago. "You can't be too compulsive when it comes to these things," says Ms. Wischusen, who was a research-support specialist in Mr. Moffat's Cornell lab.

Negotiations and Bartering

A complicating factor in switching institutions is identifying which research instruments belong to the professor and which belong to the university, Ms. Wischusen adds. Typically, the equipment in a faculty member's lab is purchased with a combination of university money and grant money accumulated by the scientist from a variety of outside sources. The university and the researcher usually have to negotiate—even barter—to decide what stays and what goes.

"I can look back at all the stories of the move now with humor, but I can still say in four words what moving is like. It is a pain."

The process isn't always friendly, and, according to one researcher who asked not to be named, it can sometimes be quite contentious. The researcher said he and his institution fought over every instrument that he wanted to take with him, and he still ended up leaving the campus with only one truckload of equipment, when he thought he would have at least four.

Packing Sensitive Materials

Jay K. Kochi, who moved his chemistry laboratory from Indiana University to the University of Houston in 1983, says researchers should "do everything but drive the truck" when it comes to moving a laboratory.

"There's no substitute for actually doing the work yourself with your assistants," he says. "You pack the sensitive materials, you decide the location of fragile equipment in the truck, you make sure the vehicle has air suspension."

Mr. Kochi says that during his move—which involved transporting a spectrometer the size of a small car and precision magnets that could easily have lost their alignment if they had been jostled—nothing was damaged or broken.

"If you plan well and think of all the possibilities and consequences of something going wrong then the actual physical move becomes the trivial aspect," says Mr. Kochi. "What you can concentrate on is the truly important part—the transformation of living in a new place and working in a new environment." ■

Slim Pay Raises for Administrators Reflect Hard Times

Continued From Page A14

creased only slightly. For example, the median salary of the chief executive of a system rose from $98,666 in the association's 1990-91 survey to $99,452 this year. And the median salary of the chief public-relations officer at all institutions increased from $42,298 last year to $43,048 in 1991-92.

Smallest Increases in 4 Years

The last time the survey showed such small increases was in 1987-88, when the median raise for administrators at all institutions was 3.3 per cent—2.5 per cent at private institutions and 4.2 per cent at public ones.

This year's survey found the median salary increase at public and private institutions to be about the same, 3 per cent.

Salaries varied by type of institution. For example, this year's median salary for a chief academic officer at a public institution is $76,213, while the median salary for the same post at a private religious college is $60,000.

Many observers predicted that salary increases for administrators would remain low in 1992-93. Said Mr. Beyer: "Unfortunately, I don't see any encouraging indicators that the situation is going to improve in the coming year."

Ms. Donofrio agreed. "If I had a crystal ball," she said, "I would anticipate that increases will be even lower next year."

On a positive note, she said, the rate of inflation is expected to be lower—hovering around 3 per cent—for the 12 months ending June 1992.

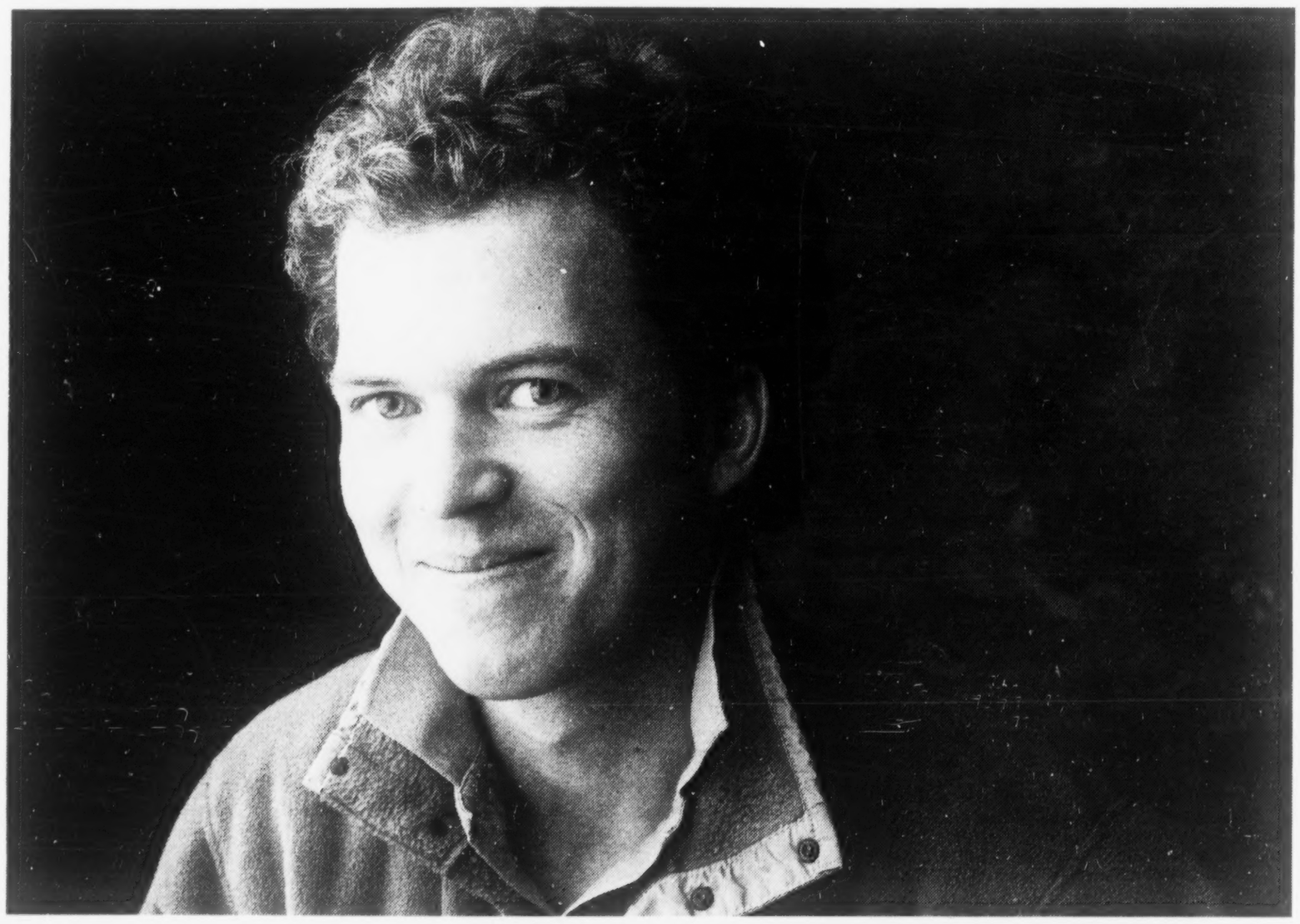
Eye on Faculty Increases

It is not yet clear whether faculty salary increases have also slipped this year. A survey by the American Association of University Professors found that faculty salary increases last year had failed to keep pace with inflation for the first time in a decade (*The Chronicle*, April 3, 1991).

Results of this year's AAUP survey and of a CUPA survey that looks at faculty salaries by disciplines have yet to be released.

A 124-page report of the "1991-92 Administrative Compensation Survey" includes aggregate data by type of institution, budget size, and enrollment.

Copies of the report are available from the College and University Personnel Association, 1233 20th Street, N.W., Suite 503, Washington 20036; (202) 429-0311. The price is $75 for CUPA members, $175 for non-members who participated in the survey, and $295 for all other non-members. The association also does custom-tailored salary studies for institutions that want to make comparisons with peer institutions. ■



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THE BUSH BUDGET

Total Budget Gain for Academic Research and Development Is 5%, but the Share for Health Institutes Disappoints Scientists

By COLLEEN CORDES
and STEPHEN BURD

WASHINGTON

Federal spending on academic research and development would increase by about 5 per cent in fiscal 1993, totaling about $11.5-billion, under the budget President Bush proposed last week.

Proposals for science programs varied widely. Scientists were enthusiastic about the large increase the President requested for research at the National Science Foundation, but disappointed by the relative modesty of his plan for the National Institutes of Health, the largest source of federal funds for academic research.

Higher-education officials said the total budget request for academic science was encouraging, given the recession and the tight limits on federal spending. Still, it represents only slightly more than an increase for inflation, which the Administration has projected at 3 per cent for this year.

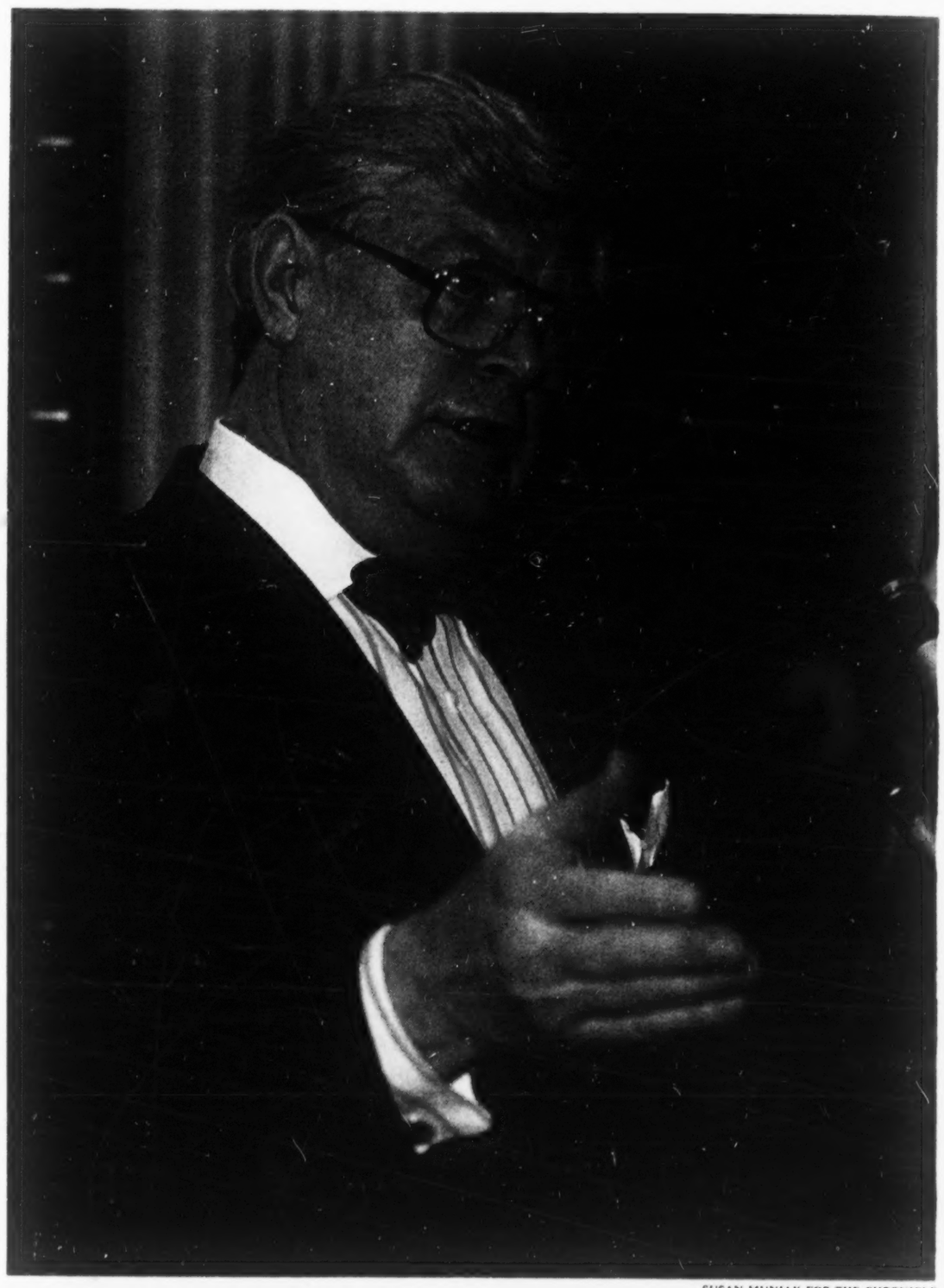
"We need to bear in mind that the average person out there is going through a tough time right now," said Steven Beckham, director of federal relations at the University of South Carolina. "So I don't want to appear overly greedy and say it's not enough. But investment in scientific research in our universities is going to play a major role in our economic recovery."

Highlights of the President's proposal for science and technology include:

- Growth of about 19 per cent in the National Science Foundation's research budget, and a reduction of about 1 per cent for the foundation's education office.
- An increase of about 4.9 per cent for the National Institutes of Health.
- Substantial infusions for some big science and technology programs, including an increase of 34 per cent for the Superconducting Supercollider and an 11-per-cent increase for the space station.
- For grants to individual researchers, increases of about 17 per cent at the NSF, about 7 per cent at the Department of Health and Human Services, and about 11 per cent at the Department of Energy.
- An increase of 3 per cent for basic research at the Department of Defense, even as overall military spending is reduced.
- Relatively small increases in total spending on agriculture research, but a 53-per-cent increase in the Agriculture Department's competitive research program.
- An emphasis on five Presidential initiatives coordinated across agencies—advanced computing, global environmental change, mathematics and science education, biotechnology, and the creation of advanced materials.

Commitment to 'Small Science'

In the past, proposals for large increases for big science and technology projects triggered complaints from scientists that the extra money would come at the expense of the grant programs that benefit individual researchers. But D. Allan Bromley, the President's chief science adviser, last week emphasized the Administration's commitment to "small science" and pointed to the increases it had requested for grants to individuals at the science foundation, Health and Human Services, and the Energy Department.



SUSAN MUNIAK FOR THE CHRONICLE

D. Allan Bromley, the President's chief science adviser, says the Administration is committed to helping "small science."

Mr. Bromley added: "These individual investigators remain the heart and backbone and strength of American science and technology."

Some science-policy experts agreed that the Administration's proposal struck a better balance between big and small science and technology projects this year.

But they said the debate might boil up in Congress again this year. Lawmakers unwilling to make the cuts the President called for in other programs will be looking for dollars to trim from his science and technology proposal. And massive projects like the supercollider, which involve large numbers of jobs and powerful political constituencies, are always harder to cut than support for individual scientists, the experts said.

Mr. Bromley himself added that the increases proposed for academic science would not be enough "to remove totally the pain" being felt on the campuses because federal support has not kept up with an increase in the number of researchers seeking aid.

Some university representatives suggested that the Administration's efforts to protect both big projects and grants to individuals had resulted in troubling shortfalls for a third type of program—the kind that helps institutions and scientists build their capacity to conduct quality research. The most prominent example, they said, was the absence of any competitive program to renovate campus research facilities.

Following are the proposals for specific agencies:

The National Institutes of Health. Many biomedical researchers and lobbyists said they were angry that the Administration has requested the NIH to be financed below the rate at which the costs of biomedical research are rising. But others argued that fiscal constraints this year had forced the Administration to choose between competing priorities that were all valuable.

Fewer Grants From NIH

For NIH, the budget called for an overall increase to $9.4-billion, from $9-billion. The increase for grants to individuals would be about 7 per cent, to $5.3-billion from $4.9-billion. While NIH would support 22,132 grants altogether—a record number—it would actually be financing fewer new ones in 1993 than in 1992. The budget would allow NIH to support 5,800 new grants next year, around 200 fewer than in fiscal year 1992.

Said David B. Moore, the assistant director of governmental relations at the Association of American Medical Colleges: "The request barely covers inflation. And in some very important areas, it does not come near the inflation rate at all."

To many, the most disappointing part of the NIH budget was that it would keep financing flat for research centers, research training, and clinical drug trials. Said Mr. Moore: "At a time that we are trying to attract more young people into scientific careers, the Administration is shutting off training."

The budget calls for a 1.1-per-cent increase for the National Cancer Institute and a 4-per-cent increase for AIDS research. AIDS research will get $873-million, up $32-million from fiscal 1992. NIH reportedly requested $1.3-billion for AIDS.

Cancer and AIDS researchers complained about the budget plan. Michael Colvin, a professor of oncology and medicine at the Johns Hopkins University, said: "It is a disappointment we don't see more in the entire NIH budget and that cancer this year is not keeping pace within NIH at a time when there are many opportunities for cancer therapies and prevention, new biological targets to examine and exploit."

Said June E. Osborn, the chairman of the National Commission on AIDS and dean of the School of Public Health at the University of Michigan: "It's an awful shame to be decreasing real dollars at a time when the AIDS epidemic is exploding and when there is a great deal of good research proposed that can't be done with limited resources."

'Got to Take a Longer View'

At a Department of Health and Human Services briefing, Secretary Louis W. Sullivan said that increases for research on diseases like cancer and AIDS might look small next to those for projects like the supercollider and the space station.

But he said: "You've got to take a longer view. You have to look at where the programs are in their developments. Cancer received a massive infusion of funds in the 1970's, and AIDS got a large infusion in the 1980's. The Administration has been very responsive to these diseases, and now the results are beginning to pay off."

National Science Foundation. The budget for the foundation's activities would go up by about 13.5 per cent, to a total of $3.04-billion. That figure includes money for the foundation's Antarctic program in fiscal 1992 and 1993 from the Department of Defense.

"I can only say that I hope in the future the news is always as good as it is this year," said Walter E. Massey, the NSF director, at a briefing last week. Scientists were particularly excited about the plan for research spending to go up by about 19 per cent. They pointed to past years in which the foundation's total budget grew faster than its spending on research.

For the first time in several years, however, support for the education office would be reduced, by nearly 1 per cent. Mr. Massey pointed to the office's rapid growth in recent years and said it would concentrate next year on consolidating the gains it had made. Congress, however, has been eager in the past to increase support for science education and somewhat skeptical of the agency's own commitment to it. Lawmakers probably will insist on another boost for the office's budget.

Department of Defense. Spending for the Pentagon's basic research would increase by about 3 per cent. Mr. Bromley, the President's science adviser, said he regretted that the increase was not larger.

Researchers, however, were relieved

that the numbers for military research were up instead of down, given the pressure to slice substantial amounts from military programs in response to the end of the cold war. Over all, Defense Department support for academic research and development would rise by about 2 per cent, to a total of about $1.445-billion.

Department of Energy. Sharp reductions in nuclear-weapons production, made possible by the end of the cold war, would allow the agency to shift a greater proportion of its resources next year to civilian research.

Support for research on conservation and renewable energy, for example, would increase by 15 per cent, to $580-million, reflecting the President's commitment to reduce the country's dependence on imported sources of oil, officials said.

Funds for construction of the Superconducting Supercollider, a subatomic-particle collider being built near Dallas, would rise 34 per cent—to $650-million—to keep the $8.25-billion project on schedule. It is due to be completed by the end of the decade.

Commitments From Overseas

Energy Secretary James D. Watkins said his department planned to receive an additional $133-million for the project from the State of Texas next year and expects commitments this summer totaling $100-million from four countries—Canada, India, South Korea, and Russia. He said the agency also expected to determine by April the nature of Japan's contributions—which will probably come in the form of equipment donations.

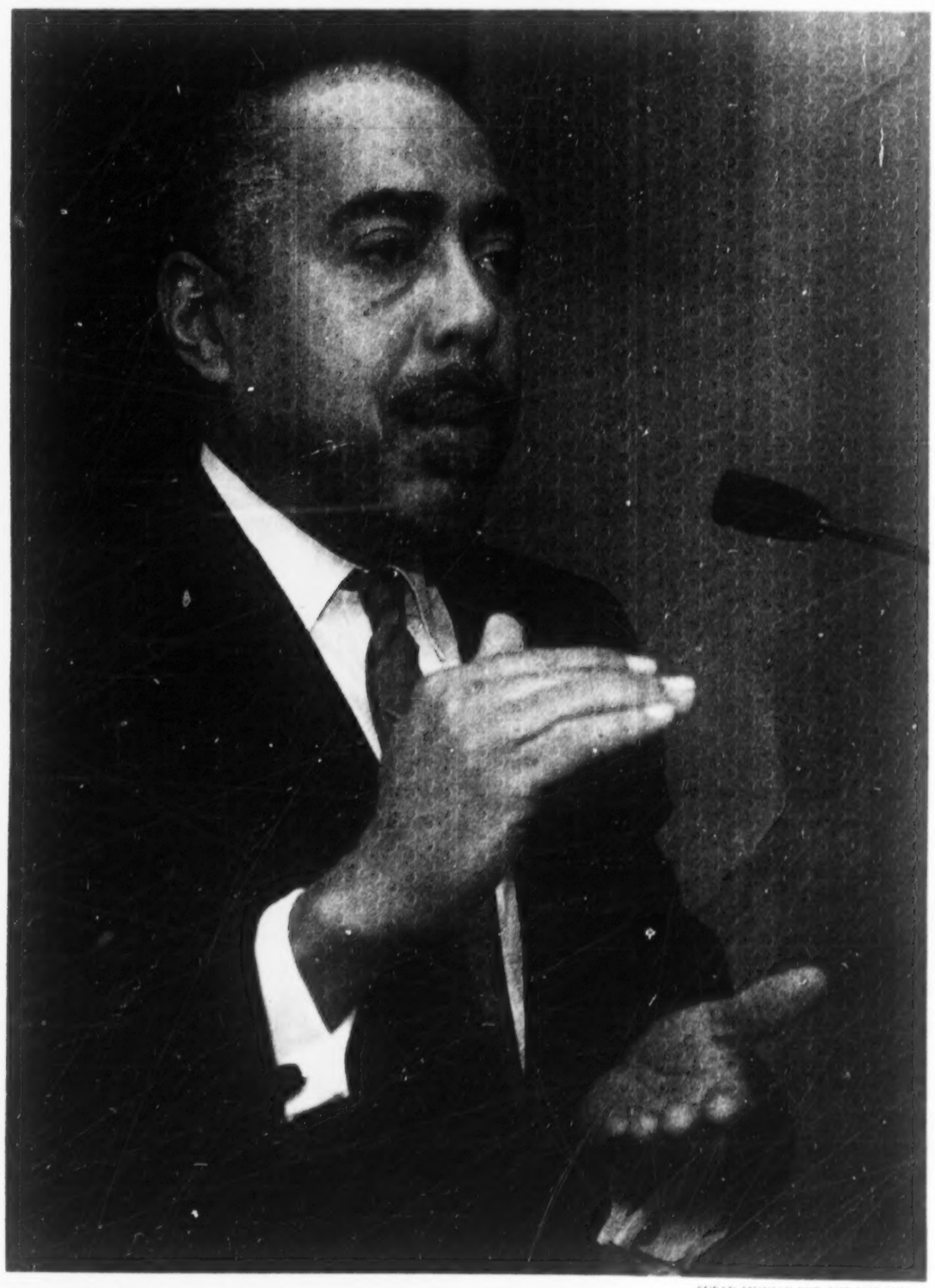
Basic-energy sciences would increase 6.4 per cent, to $814-million. Fusion-energy-research programs, which experienced little growth in recent years because of cuts and deferrals in large projects, would rise 6.8 per cent, to $360-million.

Recognizing the importance of "little science," the agency would provide a $40-million increase in support next year specifically for research by individual investigators and small groups of researchers at universities.

Mr. Watkins, in a theme he continued from last year's budget briefing, complained that more money would have been available in the budget for other worthy research efforts if Congress had ended its yearly practice of slipping "pork-barrel" projects into his agency's appropriations bills to benefit the constituents of powerful lawmakers.

"We hate to see jobs generated out of research," he said, adding that $141-million for such projects had been included in his agency's appropriation for fiscal 1991 and $117-million for fiscal 1992.

High-performance computing and communications. Nine federal agencies are assisting in the effort to develop advanced computer and networking capabilities and boost research and development in those fields. The program, now in its second year, received a Congressional appropriation of $655-million in fiscal 1992, and the President has proposed an increase of nearly 23 per cent.



SUSAN MUNIAK FOR THE CHRONICLE

The NSF's Walter E. Massey, "I can only say that I hope in the future the news is always as good as it is this year,"

The budget calls for spending $178-million next year for the development of better hardware for new computers, and devices that will make present computers more efficient. About $346-million would be spent to develop better and more affordable software that would enable computers to perform common functions much faster.

An additional $123-million would be spent on the National Research and Education Network, a high-speed communications link that would allow research facilities, educational institutions, and government agencies to move vast quantities of data in seconds.

About $156-million would be spent on basic research and human resources, developing new techniques for using high-performance computers, and educating more people about their use.

National Aeronautics and Space Administration. NASA would receive a modest increase in its overall budget, rising only 4.5 per cent to $14.9-billion. But research-and-development activities within the agency would increase 12.8 per cent, to $7.7-billion.

Much of that increase would go to the space station *Freedom*, a project many space scientists had asked Congress to eliminate, arguing that it was of little value to science. While the space station would see its budget rise 10.8 per cent, to $2.25-billion, projects of interest to scientists would also receive healthy increases.

Astronomy and Life Sciences

Support for the Advanced X-Ray Astrophysics Facility, a top priority for many astronomers, would increase 15 per cent, to $174-million, while physics and astronomy programs in general would rise 6.8 per cent, to $1.1-billion. Life-sciences research would increase 19 per cent, to $177-million, but planetary-exploration programs would decline by 9.6 per cent, to $487-million. That decrease is due largely to the completion of the *Mars Observer*, a spacecraft scheduled to be launched later this year.

Agriculture Department. The Bush Administration is keeping its promise to add $50-million a year to the National Research Initiative. The competitive-grants program has a proposed budget for 1993 of $150-million—a 53-per-cent increase.

Nutrition and Soybean Research

In 1991, about 74 per cent of the program's budget was used to support basic research, and about 11 per cent was directed toward attracting new scientists into high-priority areas in agriculture research. The proportion of support for those programs is expected to be the same in 1993. However, the federal government is placing increased emphasis on nutrition research and on research to develop alternative uses for agriculture products, such as using soybeans to create biodegradable plastics.

On the other hand, the Bush Administration once again has proposed eliminating financing for Congressional earmarking of funds for pet projects. The result is a proposed $416-million budget for the Department of Agriculture's Cooperative State Research Service—a 18.2-per-cent decline from the current estimate of $508.9-million for 1992.

Research on global change. Support for research related to global change would increase to $1.37-billion—a 24-per-cent increase over 1992. The largest increase is a 225-per-cent rise in support for the economics component of the program.

Economists have complained that they had difficulty obtaining significant support for estimating the economic impacts of climate change. But for 1993, President Bush is proposing a sharp increase in support—rising from $4-million to $13-million.

Mary Crystal Cage, Kim A. McDonald, and David L. Wilson contributed to this article.

Spending for Humanities Would Go Up 6.3%, but White House Would Hold the Line on Arts

By STEPHEN BURD

WASHINGTON

The Administration has asked for a 6.3-per-cent increase for the National Endowment for the Humanities for fiscal 1993. But for the second year in a row, the appropriation for the National Endowment for the Arts would be unchanged.

Under the plan, the humanities endowment's budget would increase to $187.6-million.

NEH Chairman Lynne V. Cheney said in a statement: "The new funds will allow NEH to promote national progress in humanities education, research, and preservation, and to advance the study and public understanding of history, literature, foreign languages, and other humanities disciplines in this country."

$600,000 for New Program

The endowment's increase includes $600,000 for a new grant program, run with the National Science Foundation and the Fund for the Improvement of Postsecondary Education, to support curricular projects in higher education that integrate the humanities and the sciences.

The Administration also asked for $16-million for the Challenge Grant Program, which provides money for general support for universities and scholarly groups. The Challenge Grant Program took an 18-per-cent cut in fiscal 1992 and, as a result, Stephen Cherrington, the director of planning and budget at the endowment, warned that the agency might have had to cancel an entire round of Challenge Grant awards for 1993 if it did not get at least $16-million for the program in fiscal 1993.

The arts endowment's budget would remain at its present level: $175.96-million. The agency has been the subject of controversy for the past three years as lawmakers and arts advocates battled over restrictions on the types of art that the federal government should support.

Humanities advocates said last week that they were pleased by the NEH budget request, but worried about the impact on the NEH of the level request for the arts endowment.

"The huge disparity between the arts endowment and the humanities endowment will be problematic," said John Hammer, the director of the National Humanities Alliance. "Congress, in working with the Administration's budget, will probably focus more on the non-increase for the arts endowment. The emphasis there will make it more difficult to address the other budgets creatively." ■

THE BUSH BUDGET

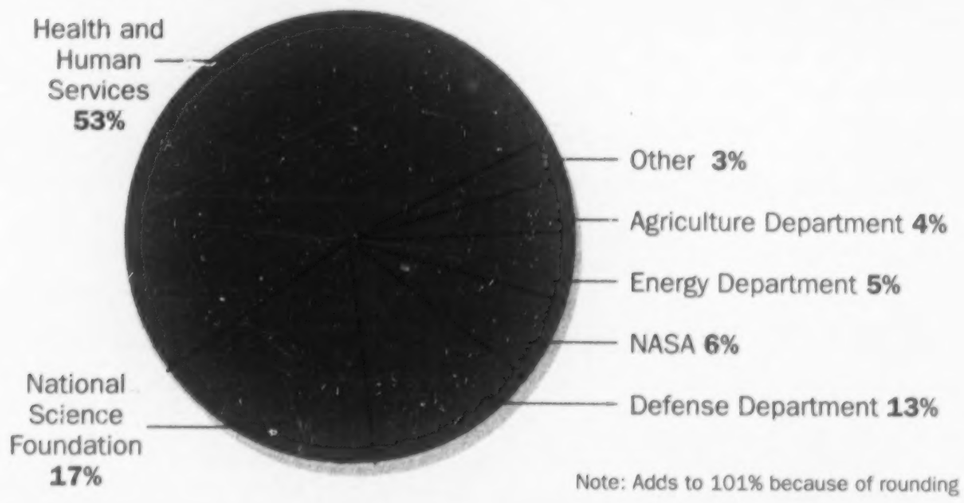
At a Glance

COMPARED WITH FISCAL 1992

EDUCATION DEPARTMENT:	
Pell Grants	+22%
Supplemental Grants	−38%
College Work-Study	−26%
Stafford Student Loans	+25%
Aid to black colleges	+9%
International education	No change
Education research	+62%
State student aid	−100%
Office for Civil Rights	+15%
Vocational education	+4%
FIPSE	+7%

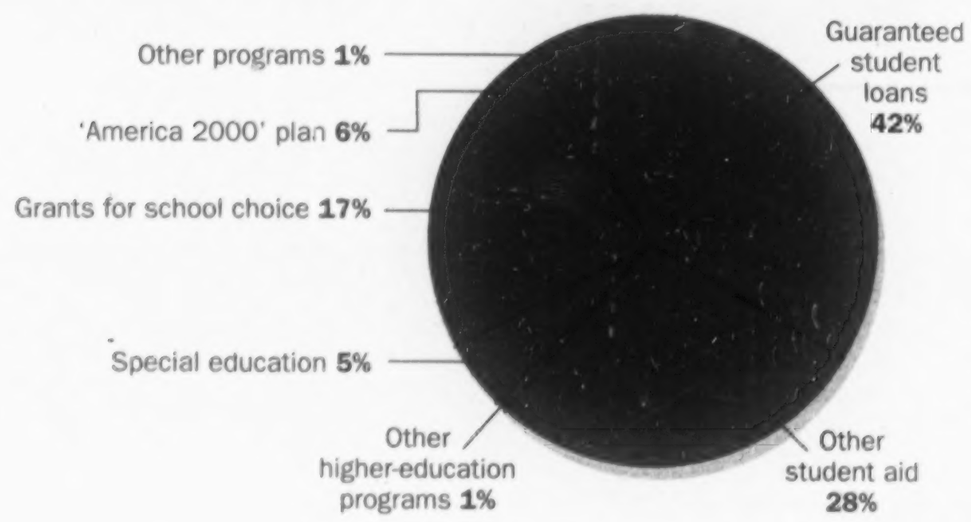
OTHER AGENCIES:	
NIH	+5%
AIDS research	+4%
NSF research	+19%
NSF education	-1%
Cooperative extension	No change
DOD basic research	+3%
Superconducting Supercollider	+34%
NASA research and development	+13%
National Endowment for the Humanities	+6%
National Endowment for the Arts	No change
National Archives	+8%
USIA educational and cultural exchanges	+3%
Non-profit postal subsidies	−74%

A $11.5-billion pie for research in academe



Note: Adds to 101% because of rounding

A $2.9-billion increase for the Education Department



CHRONICLE CHART BY JOJO GRAGASIN

In the Department of Education

	Fiscal 1991 actual	Fiscal 1992 estimate	Fiscal 1993 request
Student assistance			
Pell Grants	$5,374,200,000	$5,460,000,000	$6,637,600,000
Supplemental Grants	520,000,000	577,000,000	358,000,000
College Work-Study	595,000,000	615,000,000	454,000,000
Income-contingent loans	4,900,000	4,900,000	5,000,000
State Student Incentive Grants	64,000,000	72,000,000	0
Perkins Loans	156,000,000	156,000,000	15,000,000
Stafford Student Loans	4,619,500,000	4,819,500,000	6,046,100,000
Paul Douglas Teacher Scholarships	14,600,000	15,000,000	15,000,000
Graduate support			
Patricia Roberts Harris graduate fellowships	17,600,000	17,600,000	0*
Robert C. Byrd honors scholarships	9,300,000	9,600,000	9,600,000
Jacob K. Javits fellowships	7,800,000	8,000,000	0*
Patricia Roberts Harris public-service fellowships	3,200,000	3,200,000	0*
Minority participation graduate fellowships	6,000,000	6,000,000	0*
Areas of National Need fellowships	24,900,000	28,000,000	0*
Institutional assistance			
Developing institutions			
Aid for historically black colleges	99,500,000	111,700,000	121,700,000
Endowment challenge grants	17,500,000	7,500,000	7,500,000
Institutional support	87,800,000	87,800,000	87,800,000
Cooperative education	13,200,000	14,000,000	14,000,000
Facilities			
College-housing and academic-facilities loans	37,700,000	3,600,000	3,500,000
Interest-subsidy grants	20,400,000	19,400,000	18,800,000
International education	34,700,000	40,000,000	40,000,000
Law School Clinical Experience	5,900,000	8,000,000	0
Veterans' Education Outreach	2,700,000	2,700,000	0
Bilingual education			
Bilingual vocational training	2,900,000	3,000,000	0
Training grants	36,100,000	36,000,000	36,400,000

Proposed 1993 Spending on Colleges, Students, and Scientific Research

	Fiscal 1991 actual	Fiscal 1992 estimate	Fiscal 1993 request
Library resources			
Research libraries	$5,900,000	$5,900,000	$0
Training and demonstration	300,000	300,000	0
College-library technology grants	3,900,000	6,400,000	0
Aid to disadvantaged			
College-aid migrant programs	2,000,000	2,300,000	2,300,000
Legal Training for the Disadvantaged	2,900,000	3,000,000	3,000,000
Minority Institutions Science Improvement	5,900,000	6,000,000	6,000,000
Programs for disadvantaged students	343,600,000	395,200,000	417,000,000
Education research and statistics			
Education research	64,700,000	71,000,000	115,000,000
Education statistics	44,300,000	47,300,000	63,600,000
Education for the handicapped			
National Institute on Disability and Rehabilitation Research	58,900,000	61,000,000	68,400,000
Research and development	20,200,000	21,000,000	21,000,000
Personnel development	69,300,000	89,800,000	89,800,000
Rehabilitation training	33,400,000	36,700,000	36,700,000
Postsecondary programs	8,600,000	9,000,000	9,000,000
Miscellaneous			
Adult education	240,800,000	287,300,000	303,800,000
Vocational education grants	856,500,000	950,000,000	990,500,000
Teacher training	218,500,000	253,500,000	261,200,000
Office for Civil Rights	48,400,000	53,600,000	61,400,000
Drug-abuse education, prevention at colleges, schools	60,900,000	62,100,000	72,100,000
Fund for the Improvement of Postsecondary Education	14,600,000	15,000,000	16,000,000
Student Literacy Corps	5,400,000	5,400,000	0
Women's educational equity	2,000,000	500,000	0
School, College, and University Partnerships	4,200,000	4,200,000	4,200,000

In Other Federal Agencies

	Fiscal 1991 actual	Fiscal 1992 estimate	Fiscal 1993 request
Scientific research			
National Institutes of Health			
Cancer Institute	$1,712,671,000	$1,951,541,000	$2,010,439,000
Heart, Lung, and Blood Institute	1,125,965,000	1,191,500,000	1,245,396,000
Institute of Dental Research	148,702,000	159,240,000	166,742,000
Institute of Diabetes, Digestive, and Kidney Diseases	615,990,000	662,678,000	699,809,000
Institute of Neurological and Communicative Disorders and Stroke	542,325,000	581,847,000	615,190,000
Institute of Allergy and Infectious Diseases	906,005,000	960,914,000	1,010,845,000
Institute of General Medical Sciences	761,283,000	819,134,000	862,069,000
Institute of Child Health and Human Development	478,988,000	519,724,000	545,238,000
Eye Institute	253,445,000	270,300,000	285,133,000
Institute of Environmental Health Sciences	240,635,000	252,031,000	261,513,000
Institute on Aging	323,812,000	383,611,000	407,284,000
Institute of Arthritis, Musculoskeletal, and Skin Diseases	193,466,000	203,913,000	214,929,000
Research Resources	335,806,000	314,551,000	330,231,000
Center for Nursing Research	39,909,000	44,970,000	48,568,000
Institute of Deafness and Other Communication Disorders	134,971,000	149,102,000	157,301,000
Center for Human-Genome Research	87,397,000	104,878,000	110,429,000
International Center	17,519,000	19,609,000	20,727,000
Library of Medicine	91,407,000	99,323,000	108,662,000
Total, N.I.H.	8,277,000,000	8,935,000,000	9,377,000,000
AIDS research, education, and prevention	1,888,000,000	1,968,000,000	2,069,000,000
National Science Foundation			
Facilities and equipment	39,758,000	33,000,000	33,000,000
Research	1,693,681,000	1,857,000,000	2,211,500,000
Science and engineering education	321,962,000	483,000,000	479,500,000
Antarctic program	175,067,000	193,000,000	177,000,000
Total, National Science Foundation	2,343,489,000	2,684,500,000	3,041,000,000
Department of Agriculture			
Cooperative research			
Hatch Act support	$162,300,000	$168,800,000	$168,800,000
Payments to black colleges	34,500,000	37,600,000	39,900,000
Special research grants	62,600,000	74,500,000	28,900,000
Competitive research grants	73,000,000	97,500,000	150,000,000
Animal-health research	5,500,000	5,500,000	0
Total cooperative research	454,300,000	508,900,000	416,000,000
Extension service	398,500,000	419,300,000	417,300,000
Department of Defense			
Basic research	1,125,379,000	1,169,800,000	1,203,000,000
University Research Initiative	230,711,000	226,373,000	99,909,000
Strategic Defense Initiative	2,890,000,000	4,145,601,000	5,425,074,000
Department of Energy			
General science	1,138,761,000	1,472,489,000	1,652,684,000
Superconducting Supercollider	265,045,000	484,413,000	650,000,000
Basic energy sciences	705,800,000	764,700,000	813,900,000
Environmental Protection Agency			
Research and development	259,552,000	325,500,000	343,500,000
National Aeronautics and Space Administration			
Research and development	6,500,966,000	7,410,069,000	8,381,445,000
Space station	1,931,306,000	1,986,788,000	2,238,945,000
Health research and training			
Alcohol, Drug Abuse, and Mental Health Administration			
Research	982,000,000	1,059,000,000	1,121,000,000
Centers for Disease Control			
Occupational safety, health research and training	97,000,000	104,000,000	85,000,000
Health professions			
Health-professions education			
Exceptional-need scholarships	9,759,000	9,748,000	11,429,000
Aid to disadvantaged students	30,817,000	30,723,000	37,531,000
Primary-care and family-medicine training	70,129,000	70,129,000	0
Nurse training	58,524,000	59,979,000	4,142,000
Total, Health-professions education	256,936,000	290,015,000	95,741,000
Health Service Corps	91,000,000	100,000,000	120,000,000
National Health Service Corps scholarships and loan repayment program	48,795,000	58,733,000	65,053,000
Medical-facilities guarantees and loans	20,000,000	18,600,000	15,600,000
Area health-education centers	19,237,000	19,173,000	0
Arts and humanities			
National Endowment for the Humanities			
Education programs	18,047,000	18,069,000	21,000,000
Fellowship programs	16,214,000	18,366,000	18,000,000
Public programs	22,937,000	25,870,000	25,000,000
Research programs	18,503,000	19,254,000	19,250,000
State programs	26,859,000	27,548,000	28,500,000
Office of Preservation	19,852,000	22,118,000	24,000,000
Challenge grants	15,070,000	12,392,000	16,000,000
Treasury matching grants	11,937,000	12,836,000	14,009,000
Total National Endowment for the Humanities	167,275,000	175,955,000	187,059,000
National Endowment for the Arts	174,081,000	175,955,000	175,955,000
Institute of Museum Services	25,863,000	26,999,000	29,000,000
National Archives & Records Administration	138,217,000	152,143,000	165,045,000
Civil rights			
Commission on Civil Rights	7,075,000	7,159,000	9,415,000
Equal Employment Opportunity Commission	201,927,000	210,271,000	242,845,000
Miscellaneous			
Corporation for Public Broadcasting	298,870,000	327,280,000	318,636,000
Veterans' educational benefits	662,463,000	877,883,000	981,414,000
Peace Corps	190,689,000	205,024,000	223,721,000
U.S. Information Agency Educational and cultural exchanges	173,151,000	194,232,000	200,000,000
Postal subsidies for non-profit organizations	472,586,000	470,000,000	122,000,000
Small Business Development Centers	55,700,000	60,500,000	0

* President Bush proposed that these programs receive no money, but he also proposed the creation of new programs to encompass the purposes of these programs.

THE BUSH BUDGET

Bush Wants to Restore Tax Benefits for Gifts of Tangible Property, Student-Loan Interest

By SCOTT JASCHIK

WASHINGTON

President Bush proposed last week that Congress restore two tax breaks, eliminated in 1986, that would benefit colleges.

One would allow charitable deductions for all gifts of tangible personal property. College officials predicted that the restoration would prompt many wealthy individuals to make gifts of real estate or stocks and bonds to higher education.

The restoration would come with a condition, however. Non-profit groups would have to file a report with the Internal Revenue Service on each donation in excess of $500. College officials were divided about whether the reporting requirement would hinder fund raising.

The other proposed tax break is a deduction for interest on student loans. Financial-aid officers said that restoring the deduction would be of particular help to parents considering whether to borrow money to finance a child's college education.

Both tax breaks have strong Congressional support, and the President's proposals stand a good chance of being enacted into law. In past years, efforts to pass bills to restore the tax breaks have faltered, in large part because money would have had to be found elsewhere in the budget to pay for the provisions—something that would not be necessary this year since the tax breaks are in the President's proposal.

'A Serious Disincentive'

Colleges say the loss of the tax break for gifts of appreciated property has decreased the number of donations they have received. Vanderbilt University, for example, calculated that in 1986, the last year for which the old tax break was in place, individuals provided more than $13-million in gifts of appreciated property to the university. Since then, the university has never received more than $7-million a year in such gifts.

Said Jeff Carr, vice-chancellor for university relations at Vanderbilt: "The tax has been a serious disincentive for gifts of appreciated property. And that's a problem, because the capital campaigns of colleges are heavily dependent on larger gifts that often come in the form of appreciated property."

Nan Nixon, director of government relations at Harvard University, said that it was particularly important to have the tax break restored in the current economic climate. During a recession, she said, donors need a full range of ways to give to colleges.

Two years ago Congress restored the tax break on gifts of art, and college museums have already seen major increases in the numbers of donations. The President's proposal would expand that tax break to cover all appreciated property.

While applauding the President's plan, some development officials said they were worried about the reporting requirement. One, who asked not to be identified, said many wealthy individuals do not like to provide information about themselves to colleges or anyone else. The official also said colleges needed to be able to offer anonymity to donors.

"There are a lot of questions about this," the official said.

Sheldon E. Steinbach, general counsel for the American Council on Education, said he was concerned that the reports might become public records. Generous donors "might then be hounded by other charities," he said.

Mr. Steinbach added, however, that he had no problem with the idea of colleges' providing information to the IRS, since the President's proposal is designed to identify those who are misrepresenting their donations.

"One would be hard pressed to argue that we shouldn't cooperate in preventing fraud," he said.

A spokesman for the Treasury Department said officials there did not yet know the specific requirements that would be placed on charities for reporting gifts, or whether those reports would become public records.

New Proposal on IRA's

College officials widely applauded the President's proposal to restore the tax break on student-loan interest, but some said it would not make a difference to many students. They noted that many of those who graduate from college with large amounts of debt do not itemize their deductions and hence would not have their financial burden eased by the proposed tax break.

But William E. Stanford, director of financial aid at Lehigh University, noted that the proposed break would be available to parents, as well. Mr. Stanford said that he had noticed many more parents in recent years who are reluctant to borrow money for their children to attend a private college when the children can enroll at less expensive, public institutions.

"I think this will make it possible for some of our potential students' parents to feel more comfortable taking on loans," Mr. Stanford said. "This will be especially important for those deciding between public and private institutions."

In a related proposal, President Bush urged Congress to change the tax laws so that people with Individual Retirement Accounts could make withdrawals—without penalties—to pay college expenses. College officials said that it was good to give parents that option, but that in most cases it would make more financial sense for parents to take out student or home-equity loans instead.

No Tuition-Benefit Provision

One tax provision that college officials had hoped to see in the President's budget plan was not there. That was the provision, slated to expire at the end of June, that allows workers to receive up to $5,250 in tax-free tuition benefits from their employers.

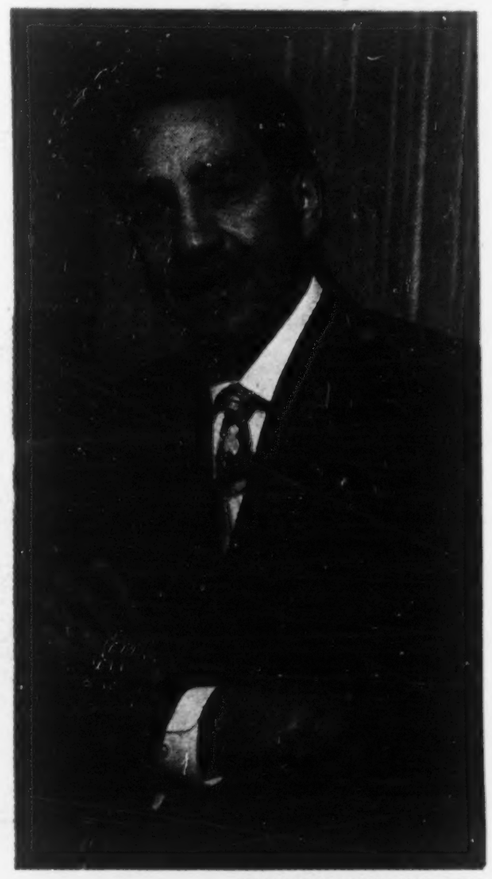
Thomas A. Butts, a federal-relations officer for the University of Michigan, said colleges would have to rely on Congressional support to keep the tax break alive. Colleges use the tax provision both to recruit students and to provide benefits for employees.

Mr. Butts said he hoped that Congress would make the tax break permanent so that colleges could stop what has become an annual lobbying drive for the provision. "It's just not effective for anyone to have this being turned on and off again and again," he said. ■

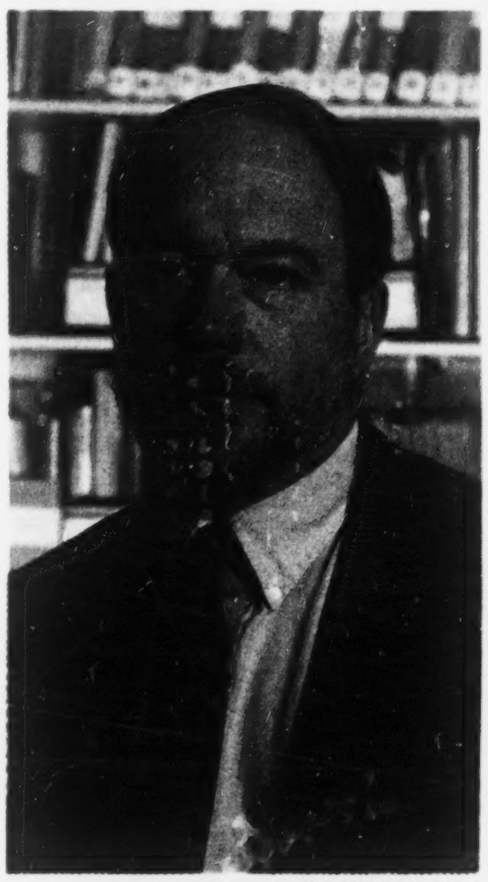
8 Priorities for '93

Odell Johnson, Jr., president of Laney College:

"One of the priorities most certainly must be financial assistance for low-income and educationally disadvantaged students. We have done a very poor job in higher education of recruiting and retaining such students. In California it is particularly important, because the demographics are changing rapidly. It's already difficult enough for our students to attend college. Most of our students work at least part time, and there is a continuing increase in fees for students to attend colleges and universities in California. The very people in need are the people who are being locked out."



FRED MERTZ FOR THE CHRONICLE



MURRAE HAYNES FOR THE CHRONICLE

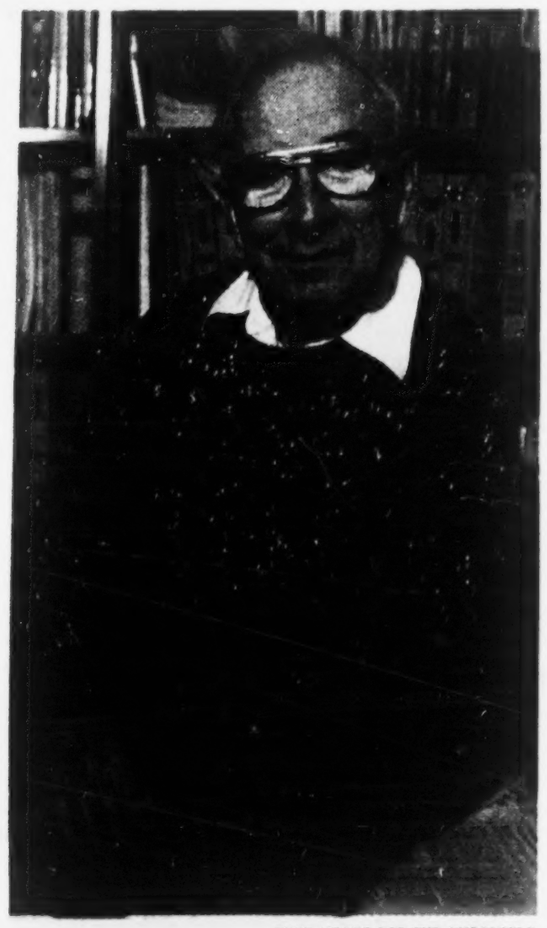
Gilbert W. Merkx, professor of sociology and director of the Latin American Institute at the University of New Mexico:

"The United States needs to rebuild its capacity to deal with the rest of the world. We need to reinvest in programs that will train graduate and undergraduate students who have real expertise in other languages and other world areas. Also, we need to support research on foreign areas. A generation of foreign-area experts is nearing retirement. The entire economic, political, and military configuration that has dominated the world since World War II is undergoing a change. We are more poorly prepared to face the changing world now than we were 20 years ago. International expertise is a depreciable asset. We need that asset very much."

Walter H. Moulton, director of student aid at Bowdoin College:

"More money for all aid programs would be delightful, but realistically I don't expect it. Given the state of the economy, the best I would realistically hope for would be the *status quo*. Students have been receiving aid from a variety of programs and it's important not to break that continuity, even if Congress tries to change the programs during the reauthorization of the Higher Education Act. It would be disastrous to suddenly pull back on all existing commitments, because some changes would take place a year or two from now as a result of the reauthorization process. If the Congress had additional money this year and, given the type of institution I'm at and the type of student I serve, the funding that would be most valuable to me would be an increase in Supplemental Educational Opportunity Grants."

DAVID WILKINSON FOR THE CHRONICLE



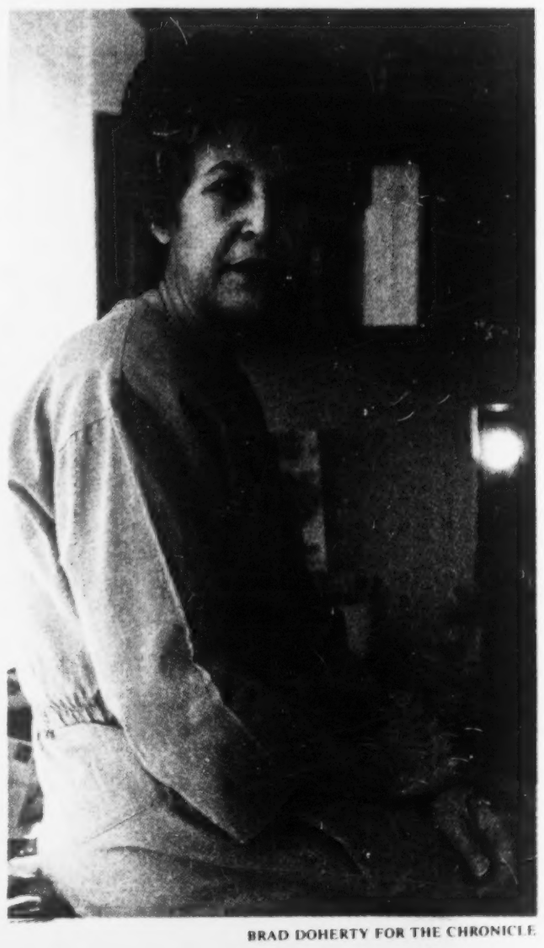
FRED MERTZ FOR THE CHRONICLE

◀ **Howard K. Schachman, professor emeritus of molecular and cell biology at the University of California at Berkeley:**

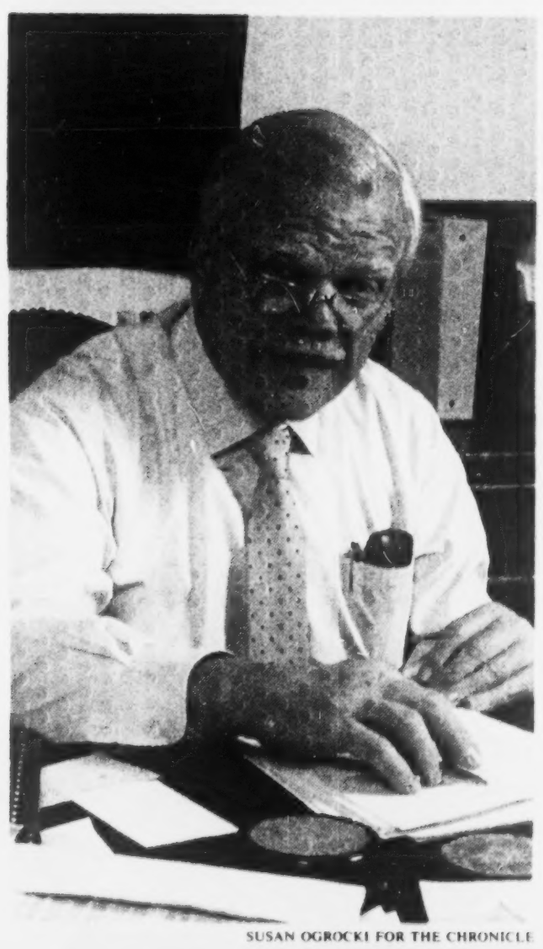
"The top priority, it seems to me, is the economy. I can sit down and tell you what the President should do for science and education, but unless the economic situation is improved dramatically, then science and education will continue to suffer. The first thing would be to extend unemployment compensation for people who are unemployed so they could have an income and then contribute to the marketplace and begin purchasing. And I would assume that something should be done by the federal government to stimulate employment, by the institution of some public-works program, such as highway construction and repair. Our roads are in terrible condition. That's an area to stimulate the economy and get people back to work."

Sylvia S. Lujan, director of the University of Texas–Pan American Learning Assistance Center: ▶

"All people wanting to pursue a postsecondary education should have the opportunity. The Trio programs provide the connection that gives student that opportunity. I see too many students who are disadvantaged who don't have any idea what college is like. I think the Trio programs do much to get the word out to students and to help them focus on what they need to get to college. We also need to focus on getting them out of college, and that's what Student Support Services does."



BRAD DOHERTY FOR THE CHRONICLE



SUSAN OGROCKI FOR THE CHRONICLE

◀ **Edward Laumann, dean of social sciences at the University of Chicago:**

"The Administration and Congress have to understand the need for investing in the scientific infrastructure, providing not only funds for facilities and equipment but also creating a set of incentives to induce the private sector to invest in upgrading facilities. The government's recent hostility to indirect costs and its reduction in programs that help pay for facilities and equipment have threatened the university's ability to cope with research costs and pose a serious threat to the country's ability to maintain its eminence and competitiveness in conducting scientific research."

DAN MOORE FOR THE CHRONICLE

TONY DUGAL FOR THE CHRONICLE

◀ **Homer A. Neal, chairman of the department of physics at the University of Michigan:**

"The item that I'm most concerned about is the Superconducting Supercollider. I think this year and next year are critical years for that project. I'd like very much for it to get on track where there's no further question about its ultimate completion. I'm a professor in high-energy physics. It's an extraordinarily important tool in my field and, I think, for physics and science. The SSC will study the most fundamental issues dealing with the structure of matter, which just has to be important for all science. I'm also concerned about the health of condensed-matter physics, or solid-state physics, as it is called. It's not been adequately funded, and I think it holds many of the keys to this country's future economic competitiveness. In that field, the number of young people being supported is simply too small.

▲ **Jennifer L. Volz, president of the Student Government Association at Wichita State University:**

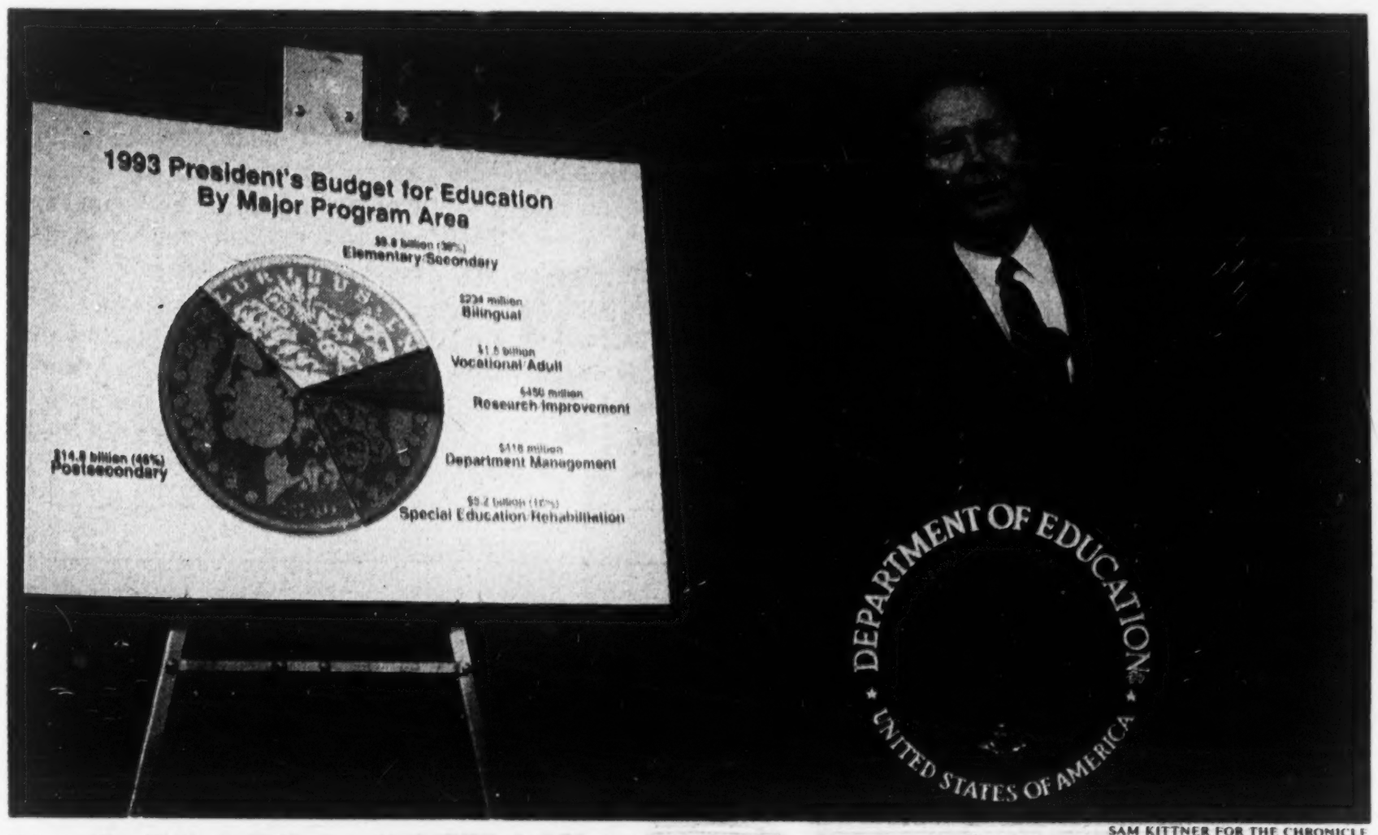
"The federal government should find some way to prevent students from becoming overburdened with debt from college loans. Some people say access to higher education isn't a right; well, it should at least be within reach. A lot of students take out loans because that's all they can get. But they do that without thinking of the future, and they leave college with thousands of dollars in debts. It takes a long time to get into a position that provides the kind of salary that you need to repay those loans. If the federal government cannot increase grants, then it should provide work-study or community-service programs so students can reduce their debts. You need at least an undergraduate degree to even be considered for employment in most places."

THE BUSH BUDGET

Higher Education Fares Well in Bush Budget; Big Gain for Student Aid

Continued From Page A1

which would grow by nearly $2.9-billion, or 9.8 per cent, to $32.4-billion. Education research would receive a large increase, and $500-million would be devoted to a plan that would provide vouchers for families to send their children to the public or private schools of their choice.



SAM KITTNER FOR THE CHRONICLE

Education Secretary Lamar Alexander: The budget shows an attempt to "do whatever we can" to help families pay for college.

Tough Battle Expected

Education Secretary Lamar Alexander told reporters at a budget briefing last week that the student-aid proposals showed that his department "was trying to do whatever we can to make it relatively easier for a family to continue its college education."

Many of the Administration's spending proposals are based on changes in the structure of student-aid programs that the White House proposed last year and Congressional committees rejected during their debates on reauthorizing the Higher Education Act. Some of the President's ideas still could be attached to that legislation when it is considered in the House of Representatives and Senate this year.

More important, the President's call for more aid strengthens the hand of student-aid supporters in Congress, who expect to fight a tough battle this year for scarce dollars. Key Democratic lawmakers like Rep. William H. Natcher, the Kentucky Democrat charged with drawing up the House education budget, can be expected at least to match the Administration's request.

Some college officials said they were pleased that President Bush had recommended an increase in student grants after proposing no increase for fiscal 1992 and only a 4.2-per-cent raise for fiscal 1991.

"I think there is a general recognition that there is an extremely serious problem in student financial assistance," said Hoke L. Smith, president of Towson State University. He added that the proposed increase was a smart political tactic for President Bush and "intelligent from the viewpoint of recognizing need."

Others said the increases were exaggerated, since more than 40 per cent of the proposed raise for grants would go to make up for a $332-million shortfall in the 1992 budget. The money is needed to insure that the government need not reduce the maximum Pell Grant below $2,400 in the 1992-93 academic year.

'A Good Spin on It'

Critics noted that an additional 21 per cent of the increase in grants would go for Presidential Achievement Scholarships for Pell Grant recipients who are at the top of their classes. That program will probably not be created by the time Congress approves the budget in the fall.

"I think the budget is exactly the same as past Bush budgets for existing programs," said Charles B. Saunders, Jr., senior vice-president of the American Council on Education. "You'd have to give them credit for putting a good spin on it."

An analysis of the $804-million increase for student grants shows that diverting $332-million for use in the 1992 budget and subtracting the $170-million for the scholarship program and $50-million for improving state oversight of aid programs leaves an increase of $252-million over the $5.5-billion that Congress allocated for Pell Grants last year.

That money would be supplemented with $593-million in cuts from other student-aid programs to produce an $845-million increase in Pell Grants for 1993-94. The cuts would reduce the Supplemental Educational Opportunity Grant program by 38 per cent, the College Work-Study program by 26 per cent, and eliminate federal contributions to Perkins Student Loans and the State Student Incentive Grant programs.

The reductions would eliminate 240,000 state grants and 128,000 Perkins loans in 1993-94. In the past, Congress has rejected the Administration's pleas to eliminate both programs and has found funds for them.

438,000 Fewer Pell Grants

"What we've got is the largest budget increase in a tight budget year and we're focusing the money where we think it will do the best," Secretary Alexander said.

The Administration's plan to raise the maximum Pell Grant to $3,700 for the 1993-94 academic year is in the range that lawmakers have recommended in bills that would reauthorize the Higher Education Act. The Senate legislation calls for a maximum of $3,600, and the House bill would set the limit at $4,500.

The Administration's Pell Grant proposal is similar to one that it made last year, but that was modified to be more sympathetic to the needs of middle-income families. A key change is a proposal that would allow families to protect a larger portion of their home equity from the calculations that the government uses to determine what they are able to spend for college.

Despite such measures, the Administration projected that its plan would eliminate 438,000 students from the Pell Grant program, dropping the number of students receiving grants to 3.4 million. Officials said students would be lost by proposals that would:

- Make it more difficult to qualify for aid as an "independent" student.
- Require college students to have a C average to qualify for aid.
- Eliminate Pell Grants to institutions that have student-loan default rates above 25 per cent.
- Alter eligibility formulas to deny grants to some middle-income students at low-cost institutions.

College officials criticized the proposals, charging that they would have the worst effect on low-income students who are in greatest need of Pell Grants.

Edward M. Elmendorf, vice-president for governmental relations at the American Association of State Colleges and Universities, said an analysis by his organization showed that nearly all of the 438,000 students eliminated from the Pell Grant program would be from families with incomes below $20,000.

The Education Department said that the large cuts in the work-study and supplemental-grant programs would not reduce the number of students receiving such aid because colleges would be re-

Colleges Criticize Proposal to Tie Eligibility for Pell Grants to Grades

By JACK GOODMAN
WASHINGTON

Many educators and student leaders fear that a proposal in the President's budget intended to reward academic excellence would punish students who are economically disadvantaged.

The proposal would make eligibility for Pell Grants contingent on the maintenance of at least a 2.0 grade-point average in college. It would also reward academic success by granting high-school seniors in the top 10 per cent of their class and college students in the top 20 per cent of their class an extra $500 in addition to their Pell Grants.

The extra award would go only to students who already qualify for Pell Grants. The President's proposed grade-point standard would not apply to incoming college students, who would be allowed to apply for student aid regardless of their high-school grades.

The proposal is similar to another put forward by the President last year, which would have denied federal grants and loans to students in the bottom 10 per cent of their classes.

Congress rejected the academic-standards idea, but some lawmakers have expressed more interest in the idea this year, saying they like the philosophy behind it.

The Education Department estimates that 61,000 fewer students will receive Pell Grants if the 2.0 standard—the equivalent of a C average—is introduced. A 22-percent increase in financing would allow the government to pay for an increase in the size of the grants as well as for the $500 bonuses.

At a budget briefing last week, Education Secretary Lamar Alexander defended the proposal. "We are trying to say that, in the first place, we'll give you the opportunity based on the amount of income that you have, but once you're there, if you're not succeeding, we're not going to continue to pay for it," he said.

Need Versus Merit

Many college officials and students said they favored merit-based scholarships, but they added that they objected to the President's plan because Pell Grants have traditionally been based on need, not merit or competition.

"I think incentives for meritorious work are a good idea," said Richard W. Black, director of financial aid at the University of California at Berkeley. "But I think they're best done with private and university funds, not with this basic floor program which is to bring everyone up to a given level."

John E. Thomas, chancellor of Appalachian State University, said he respected the President's effort to "encourage students to complete their degrees," by making sure they remain in good academic standing. But he said that the proposed standard would require a tracking system that would "burden institutions" with another layer of bureaucracy and "cost more than the money you're saving."

Clarence A. Wilkes, director of financial aid at Herbert H. Lehman College of the City University of New York, said that if the federal government set a hard-and-fast standard, based on grades, it would deny his office the ability to help economically disadvantaged students, struggling with course work, to stay in school. Current rules allow the college to help students who maintain only a 1.7 or 1.8 grade-point average, but who, nevertheless, often go on to succeed, Mr. Wilkes said.

"This program could break the continuity of a student's education," he said. "Once they drop out, we lose them. Our goal is to sustain them."

Mike Garrison, the student-body president at West Virginia University, also suggested that the Bush Administration had not considered the difficulties that face most recipients of Pell Grants. "If they've got a Pell Grant, they're most likely holding down a job. They've got lots of burdens to deal with," making it unfair to hold them to such a rigid standard, he said.

A Supporter in Congress

But if the idea of instituting academic standards on Pell Grants is unpopular on many campuses, it already has the support of at least one member of Congress. Rep. Dave McCurdy, an Oklahoma Democrat, recently announced he would propose an amendment to the Higher Education Act that would require high-school students to have either a 2.8 grade-point average or to score among the top 45 per cent on a standardized entrance examination to qualify for aid. Said Mr. McCurdy: "The real key here is, How do you incentivize students to perform better?"

Thomas J. DeLoughry contributed to this article.

quired to contribute more to the programs. A college's share of the work-study program would rise to 50 per cent from 30 per cent, and its share of the grant program would grow to 50 per cent from 15 per cent.

College officials said it would be tough to find additional money to put into the two programs if the Bush plan were approved. "How can we increase the matches when we're expecting a 10-per-cent cut in our allotment for the 1992-93 academic year?" asked Matthew B. Cookman, assistant director of governmental relations at the University of Connecticut. "The money isn't there in the states."

The proposed 25-per-cent spending increase for student loans would add $1.2-billion to the $4.8-billion cost of the Stafford Student Loans, Parent Loans for Undergraduate Students, and Supplemental Loans for Students. The federal student-loan account is an "entitlement," which means that the government must provide funds for all students who qualify for loans.

Department officials said the raise was needed to pay for an expected increase in demand for loans and for larger subsidies because of an anticipated increase in interest rates and proposed increases in the size of loans. The department proposed that the maximum Stafford loan rise by $875, to $3,500, for freshmen and sophomores, and by $1,000, to $4,000, for other undergraduates.

Reversal of Recent Trends

Lawmakers working on reauthorizing the Higher Education Act have proposed pushing the loan limits even higher—to as much as $5,500 for juniors and seniors.

A portion of the increased demand for loans would result from opening the loan programs to students taking only one or two courses, department officials said. College administrators praised the Bush Administration for taking that step.

"I'm awfully glad to hear the concerns of older students and students who are attending part-time are being reflected in Bush's recommendations," said Judith A. Ramaley, president of Portland State University.

In a reversal of recent trends, the Education Department projected that the cost of defaults would decline by $200-million in 1992 to $3.4-billion.

Library programs would be among the biggest losers under President Bush's request for the Education Department, falling 75 per cent from their 1992 levels. The Administration said the programs it proposed eliminating—including a $5.8-million program to aid research libraries and a $6.4-million program intended to improve technology in college libraries—were no longer needed.

Carol Henderson, deputy director of the Washington office of the American Library Association, said the Administration's argument was "nonsense." She added: "Library budgets are being cut everywhere." ■

NIH Releases Draft of a 'Strategic Plan' for Its Future

Continued From Page A25

NIH director Bernadine P. Healy acknowledged that the successful development of a strategic plan—with an overarching vision for the agency and a set of clear scientific goals—could provide an enticing argument for the Administration to increase significantly the funds provided to the institutes in future years.

She said that the current justification for budget increases rests on "the sheer number" of grants the NIH gives each year. For fiscal 1993, the Administration has asked for a 4.9-per-cent increase for the agency. Department of Health and Human Services officials boasted in the department's budget that the increase "is sufficient to support an all-time high number of research project grants."

Ms. Healy said: "When we just focus on the number of grants we're awarding, we look like an entitlement agency for scientists. Support us so we can simply give more money to scientists."

'A Positive Impact'

Relying on grant figures for budget increases, she said, has not captured the imagination of the Administration or Congress. "Business as usual is certainly not working," Ms. Healy said.

But Ms. Healy said that financial issues would not dominate the development of the plan.

"The budget has to be an issue when we think about developing the Strategic Plan. But you've first got to start with the plan to get more money, instead of first asking for more money to develop a plan," she said. "I do believe that a good strategic plan can become a real justification for budget increases, and I do hope that it will have a positive impact."

She added: "We are a $9-billion corporation and, as one, we must develop a plan that will allow us to take part in shaping our own future. We need to figure out the essence of the situation that we are in, and we need to decide what areas to explore in the future."

NIH officials decided to call the document they released a "Framework for Discussion" to emphasize that it is not a finished product.

Said Ms. Healy: "These documents represent 'where we are now' in an evolving process toward a strategic plan for NIH. The meeting in San Antonio and the four regional ones to follow are part of implementing this process and obtaining constructive and substantive input from the scientific community toward a final plan."

After this week's meeting in San Antonio, the NIH plans meetings in February and March in Los Angeles; Farmington, Conn.; Atlanta; and St. Louis. ■

LEADERSHIP 2000

July 19-22, 1992 Chicago Marriott Hotel Chicago, Illinois

The Fourth Annual International Conference on Leadership Development in Community Colleges conducted by the League for Innovation in the Community College and the Community College Leadership Program, Department of Educational Administration, College of Education, The University of Texas at Austin with support from the W. K. Kellogg Foundation.

CONFERENCE HIGHLIGHTS

- Six keynote speakers
- A series of preconference workshops
- Over 100 breakout sessions
- Cohosted by Moraine Valley Community College and 13 other Chicago-area community colleges
- Cosponsored by 19 state and national organizations
- Special support from Great American Reserve Insurance Company and Acordia Collegiate Benefits, Inc.

LEADERSHIP 2000

"Leadership 2000" is an international conference to support the professional development of community college leadership teams, including trustees, chief executive officers, faculty, staff, and administrators. The purpose of the conference is to promote effective leadership in community colleges and to encourage the expansion and diversification of leadership teams. Both leadership teams and individuals are encouraged to attend.

The conference is cosponsored by major national and state community college organizations. It will include over 100 presentations by national leaders and college teams who will focus on leadership development, political and financial strategies, diversity and access, institutional effectiveness, economic development, business and industry alliances, managing and supporting technology, governance, team building and collegiality, board/CEO effectiveness, staffing for the new century, serving older adults, community coalitions, distance education, instructional issues, student development, and other related topics.

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A series of "Learning to Do" preconference workshops has been scheduled on the following topics important to community college leaders:

- "Learning to Assess Institutional Effectiveness in Terms of Student Outcomes"
- "Learning to Plan for Instructional Computing"
- "Learning to Implement Total Quality Management"
- "Learning to Negotiate the CEO Contract"
- "Learning to Develop Staff for the Year 2000"
- "Learning to Overcome Gender Stereotypes to Build Effective Teams"

KEYNOTE SPEAKERS

Gerald R. Ford
36th President of the United States

Ernest L. Boyer
President, The Carnegie Foundation for the Advancement of Teaching

Juliet V. Garcia
President, University of Texas at Brownsville in cooperation with Texas Southmost College

Robert H. McCabe
President, Miami-Dade Community College District

Robert A. Gordon
President, Humber College of Applied Arts and Technology

Jerry Owens
President, Cuyahoga Community College

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Quote, Unquote

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"The real problem is that this country doesn't know how to invest in the humanities. We'll support short-term work, but are not used to thinking about long-term cumulative projects."
An English professor, on threatened cuts to the Mark Twain Project at the U. of California: A7

"The bottom line is, if we don't take a stand on plagiarism, what the hell *do* we take a stand on?"
A professor and journal editor: A13

"State budget reductions have long since passed the point where they can be rationalized as levers for efficiency and enhanced productivity."
The president of the American Association of State Colleges and Universities: A30

"If the cost of having minority scholarships is conceding that you are discriminating, I predict the demise of minority scholarships."
A law professor: A23

"For my generation, the first scientist people saw was a lunatic. For my children's generation, the first scientist they saw was on Saturday-morning cartoons, and he, too, was a lunatic. This is not a good public image."
A scientist: A25

"It's time to stop making excuses and demand excellence from these kids. I have unshakable faith that they can do the work."
Arthur Ashe: A37

"The situation was never this good before, and probably never will be so good again."
A researcher in Czechoslovakia, on scholars' access to official historical documents: A1

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'I'M IN LIMBO'

Plagiarism Charges Against a Scholar Can Divide Experts, Perplex Scholarly Societies, and Raise Intractable Questions

By CAROLYN J. MOONEY

In many ways this was a typical case involving academic-plagiarism charges: It was murky. It divided experts in the field. It perplexed scholarly organizations uncertain of their obligations. And it was handled behind closed doors every step of the way.

It began when several scholars noticed that an article in the December 1987 issue of the *Sociology of Sport Journal* bore striking similarities to an article published five years earlier in a journal called *Symbolic Interaction*.

Although three scholarly groups and two universities would eventually look into the case, the only public mention of it was in 1990, in a short letter of apology signed by the accused scholar, Charles P. Gallmeier. It appeared in the March 1990 newsletter of the Society for the Study of Symbolic Interaction, which publishes *Symbolic Interaction*.

Investigations by 3 Groups

In his letter, Mr. Gallmeier, who had by then moved from California State University at Long Beach to Valparaiso University, apologized for "an unfortunate correspondence" between the two articles. He attributed it to inaccurate note taking and similarities in the language used by the sports figures described in both articles.

If the apology was intended to resolve the case, it failed.

Three groups that investigated reached different conclusions. In the meantime, Long Beach had also issued its own verdict, and Mr. Gallmeier quietly left to take a job at Valparaiso, which later also rendered judgment. (In a seemingly unrelated twist, Mr. Gallmeier faces trial next month on charges that he sent threatening letters to Valparaiso's president after he was denied reappointment. He denies the charges; friends who formed a defense fund say he was framed.)

A reconstruction of the events that unfolded in the case illustrates the ambiguities of plagiarism cases, and underscores the trouble that scholars, journal editors, learned societies, and institutions have in handling such cases.

A rash of cases has led critics to ask whether academe is prepared to take a firm stand against plagiarism: A13

Even now, some observers believe some questions have never been satisfactorily resolved.

First, there is the basic question: Did Mr. Gallmeier plagiarize, as some scholars contend, or was he guilty only of sloppy scholarship, as he and colleagues who support him argue? Was he a plagiarist who profited by academe's deficiencies in dealing with such cases, or was he, as he again contends, a well-meaning scholar whose unintentional mistake made him a victim of those same deficiencies, a defendant who never received due process?

Then there are questions about how academics handle plagiarism charges: What *is* plagiarism? If a scholar unintentionally copies another person's work without crediting it, is that plagiarism? Who should investigate? What constitutes appropriate due process and punishment? And, perhaps most controversial of all, what is the academic community's obligation to inform its members about proven plagiarism?

Mr. Gallmeier, who discussed the case at length in an emotional interview, says he wants only to put it behind him. "I believe I messed up an article. I believe I deserve to apologize. But I didn't do it on purpose," he says.

"I was never convicted, but I was never exonerated."

"I'm in limbo."

Heavy Pressure to Publish

In 1987 Mr. Gallmeier was a promising junior scholar who had just moved from a temporary job at Long Beach to a tenure-track post—the career break he had been waiting for. He admits he was under heavy pressure to publish a refereed article, while teaching four courses a semester.

That December, he published the ar-

Continued on Page A14

East Europe Offering 'Astounding' Access to Official Papers

By BURTON BOLLAG

PRAGUE

Scholars in Eastern Europe are enjoying astounding access to official historical documents.

After decades under Communist rule, when even information on air pollution or industrial production was classified, historians in the former East bloc now say they have greater access to government documents than many of their counterparts in the West.

"Historians can't complain," says a beaming Pavel Seifter, the deputy director of the Institute of International Relations, a research body run under the auspices of the Czechoslovak Foreign Ministry.

"The situation was never this good before," he says, "and probably never will be so good again." Western standards on access to official documents gradually are being adopted, Mr. Seifter explains, and

Continued on Page A41

Five 1992 Presidential Candidates Speak Out on Issues Important to Higher Education

A survey of the 1992 Presidential candidates by *The Chronicle* reveals key differences on issues important to higher education:

- Of the candidates, only Gov. Bill Clinton wants to change the student-aid system to place more of an emphasis on voluntary national service.
- President Bush, Sen. Tom Harkin, and Sen. Bob Kerrey support the idea of providing more federal aid to good students, although they disagree over how to determine which students to reward. The other Democrats oppose linking federal student aid to academic performance.
- All of the Democrats say that "political correctness" is not a major problem on college campuses. In contrast, President Bush says it *is* a problem. He criticizes "one-sided curriculum requirements" and the "politically motivated investment decisions of college endowments."
- Three of the Democrats explicitly support allowing colleges to offer minority scholarships. President Bush characterizes such awards as "fighting discrimination with discrimination."
- The Democratic candidates are skeptical of two of President Bush's controversial "big science" projects—the Superconducting Supercollider and the space station. Only Mr. Clinton pledges support for the supercollider, and only Mr. Kerrey expresses support for the space station.
- All of the Democrats—except Mr. Clinton, who did not answer that question—oppose Mr. Bush's ban on the use of federal funds for fetal-tissue research.

Of the Republican candidates, President Bush replied to *The Chronicle* survey, while Pat Buchanan and former Louisiana State Rep. David Duke declined to do so. The Democratic candidates who replied are Governor Clinton of Arkansas, Senator Harkin of Iowa, Senator Kerrey of Nebraska, and Paul E. Tsongas, a former Senator from Massachusetts. Jerry Brown, the former California Governor, declined to answer. The candidates' responses appear on Pages A26-29.

MARGINALIA

Headline in *Florida Today:*

PARENTS BACK ABSTINENCE
IN THE CLASSROOM

Killjoys!

■

An old friend of this department, Irving R. Warner, reminded us the other day of a long-ago feature of ours featuring college and university mergers and the names that resulted from them. With his reminder came these new merger candidates:

"The obvious one," he told us: "Olive Harvey College and Pitt Community College.

"Then there's the merger of Mount Vernon College, Upsala College, George Fox College, and Hunter College: Mount Up for the Fox Hunt College.

"Next, there's St. John's, St. Paul, and Carson-Newman College, merging to become St. Johnny Carson–St. Paul Newman College.

"And finally, Humboldt College, Somerset County College, Barstow College, Rock Valley College, and Rollins College, which, when merged, become Hum Some Bars of Rock and Roll College."

■

"No one else may find it funny," writes Alleen Nilsen, of Arizona State University, "but *we* did when my husband received a Princeton University Press catalogue sent to

DON L CHAIR
LINGUISTICS PROGRAM
ARIZONA STATE UNIV

"Since he's not in that position anymore, it would have been more accurate if they had at least addressed him as 'Comfortable Chair' or 'Antique Chair.' "

■

A letter that we received last week from American Express assures us:

"While you're traveling, our extensive network of more than 1,700 travel locations around the world will give you extra piece of mind."

We'll give you a piece of *ours*, if you don't watch out.

■

From the *Non-Profit Legal & Tax Letter:*

"According to the *New York Times* (1/13/92), the audit of 14 universities by federal auditors has shown that such universities inappropriately billed the government several million dollars for housing, personal items, travel and entertainment, and other activities unrelated to research. Some of the universities affected are Emory University, University of Michigan, Dartmouth, and Washington University. Some of the errors include membership in a yacht club and airfare for wives of college presidents to the Grand Cayman Islands to attend a meeting of investors, chauffeurs and drivers."

At least they were democratic about it. —C.G.

In Brief

Ore. ethics panel drops inquiry against president

SALEM, ORE. — The Oregon Government Ethics Commission has dropped an inquiry into whether Myles Brand, president of the University of Oregon, breached a state ethics law by giving the wives of two mayors free trips to a college football game.

Originally the ethics commission charged that Mr. Brand had broken a law that forbids government officials from giving gifts valued at more than $100 to someone with an "administrative" interest in the official's institution. The charge arose after Mr. Brand invited the wives of the mayors of Eugene and Springfield, Ore., to be part of the university's official party at the 1989 Independence Bowl game. The wives' trips cost $1,358 each.

Mr. Brand argued that while the university might have had an interest in decisions made by Eugene, where the university is located, and by nearby Springfield, he "did not personally stand to gain a thing." An official said the panel had dropped the matter because it had become clear no resolution would be reached. ■

MARK WALLHEISER

Florida students march to protest cuts

TALLAHASSEE, FLA. — About 3,500 students from Florida's nine, four-year public universities marched on the Capitol here last week to protest further reductions in the state's higher-education budget. The Legislature has taken $154-million from higher education since August 1990, and an additional $45-million in cuts are pending. As a result, course offerings and library hours have been reduced, maintenance budgets have been cut, and enrollment caps have been instituted. ■

JASON SMITH, DAILY NORTHWESTERN

Probe angers Northwestern U. women

EVANSTON, ILL.—About 80 female students and faculty members at Northwestern University held a rally to protest what they contend are civil-rights violations in an investigation into a mysterious package mailed last month to President Arnold Weber.

While Northwestern officials would not disclose the contents of the parcel, Mr. Weber said in a letter to students that "the package and its message were unambiguously related to women's issues." He also said he considered the contents to be "a threat."

University police officers were asked to investigate after the suspicious package was delivered to the president's office. Police officers initially thought the package contained a bomb, although they later said it didn't. Because the package was considered threatening, however, an investigation is being conducted by the U.S. Postal Inspector's office.

As part of the investigation, several students and faculty and staff members have been photographed, fingerprinted, and interviewed. Many of the students said they thought they had been chosen because they had been outspoken on feminist issues.

Women on the campus are upset because they said students had been intimidated into giving their fingerprints and photographs, even though they had not been charged as suspects. ■

Student columnist calls white people 'devils'

STATE COLLEGE, PA.—A black reporter for the student newspaper at Pennsylvania State University here has enraged some on the campus with a column that said "white people are devils" and that urged black people to arm themselves.

In an opinion-page column last month, Chino Wilson, a sports writer for *The Daily Collegian*, also wrote that white people created AIDS as a "diabolical plot to exterminate black people."

University administrators harshly criticized the column. Joab Thomas, president of the university, said in a statement that Mr. Wilson's column "is based on emotion and misinformation." Although Mr. Thomas said the campus newspaper had a right to print it, he called the decision to do so "irresponsible."

Kevin Naff, opinion-page editor of the *Collegian*, said the paper had received more than 130 letters and dozens of phone calls about the column. A few people protested outside the paper's offices (*below*). Mr. Naff, who is white, said the reaction against the column showed "the paranoia of whites about blacks." ■

CENTRAL DAILY TIMES

Correction, clarification

■ A list of sports programs under investigation (*The Chronicle*, January 29) incorrectly included Boise State University. While the university sent the National Collegiate Athletic Association information about its foundation in response to a question from an NCAA staff member, it is not under investigation by the association.

■ A story on conflicts over the use of government bonds for religious colleges said that Regent University asks applicants to sign a statement of faith (*The Chronicle*, January 22).

The statement that applicants sign is not the university's statement of faith, but a sentence stating that the applicant has read the university's statement of faith and is "committed to receiving an education in accordance with that statement." ■

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Business & Philanthropy

Give & Take

The American Association of University Professors is blaming "administrative bloat" for the financial problems facing colleges and universities. It wants faculty members to demand cutbacks in administrative spending rather than in academic programs.

"Undetected, unprotested, and unchecked, the excessive growth of administrative expenditures has done a lot of damage to life and learning on our campuses," writes AAUP President Barbara R. Bergmann in the most recent issue of the association's journal, *Academe*.

Ms. Bergmann, who is also a professor of economics at American University, uses U.S. Department of Education data to make her case. In 1950, for every dollar that colleges spent on instruction, they spent an average of 27 cents on administration. In 1988, they spent 45 cents on administration for every dollar spent on instruction. In the 1980's, administrative budgets grew 26 per cent faster than instructional budgets, according to the data.

In her article, Ms. Bergmann challenges arguments that administration has grown because of increased federal and state regulations or a transfer of tasks from faculty members to administrators.

"The growth of administration to its present levels derives from two things: the desire of each administrator for more underlings, and a governance problem—weak curbs on administrative growth," she says.

Ms. Bergmann calls on faculty members to learn how the administration has grown on their campuses and to press their AAUP chapter or faculty budget committee to attack the problem.

■

In a cost-cutting move, the University of California at Berkeley has canceled Charter Day, a celebration that has been held in most years since 1874 to commemorate the vote by the Legislature in 1868 to establish the university.

The Charter Day observance was to have been held March 23 at a cost of $30,000, but Chang-Lin Tien, chancellor of the Berkeley campus, said the university "must do everything we can to cut back on non-essential costs during this difficult financial period."

The campus had to trim about $16-million from its 1991-92 budget because of cuts in state funding requests, and student fees have been raised 22 per cent this year.

Although it has been a university-wide event, Charter Day has traditionally been held at Berkeley, the first of the university's nine campuses. The ceremonies have included musical presentations, a parade by alumni groups, speeches, and visits by dignitaries.

Berkeley hopes to hold Charter Day in 1993, the 125th anniversary of the university's establishment.

College Endowments Gained Modest 7.2% in 1990-91 as Recession Curbed Earnings for 2nd Year in Row

Despite the slowdown, colleges resist temptation to spend more of their permanent funds

By LIZ McMILLEN

WASHINGTON

Mired in the recession, college and university endowments have recorded sluggish earnings for the second consecutive year.

In the latest of its annual studies, the National Association of College and University Business Officers found that college endowments had earned an average of 7.2 per cent in the year ending June 30, 1991, down from 9.7 per cent in the year before.

The first two years of the 1990's contrast sharply to the financial bonanza of the 1980's, when college funds earned an average of 13.4 per cent per year from 1981 to 1990.

Even though endowments are earning less than in previous years, colleges are resisting the temptation to spend more of their permanent funds, said Robin Jenkins, director of NACUBO's Financial Management Center. The study found that the average endowment spending rate for 1990-91 had been 4.5 per cent, the same as in the previous year.

"Institutions have been disciplined about it, which means they have to cut budgets, a much more difficult political decision," Ms. Jenkins said. "That's an indication of the mindset of higher-education management, which is that we've got to downsize our operations rather than increase revenue."

With the lackluster earnings of the last two years, many colleges are diversifying their investments in the hopes of enhancing their endowment's performance, Ms. Jenkins said, noting that more colleges are looking to foreign markets as well as "distressed obligations"—generally corporate bonds that carry higher risk but also higher interest rates.

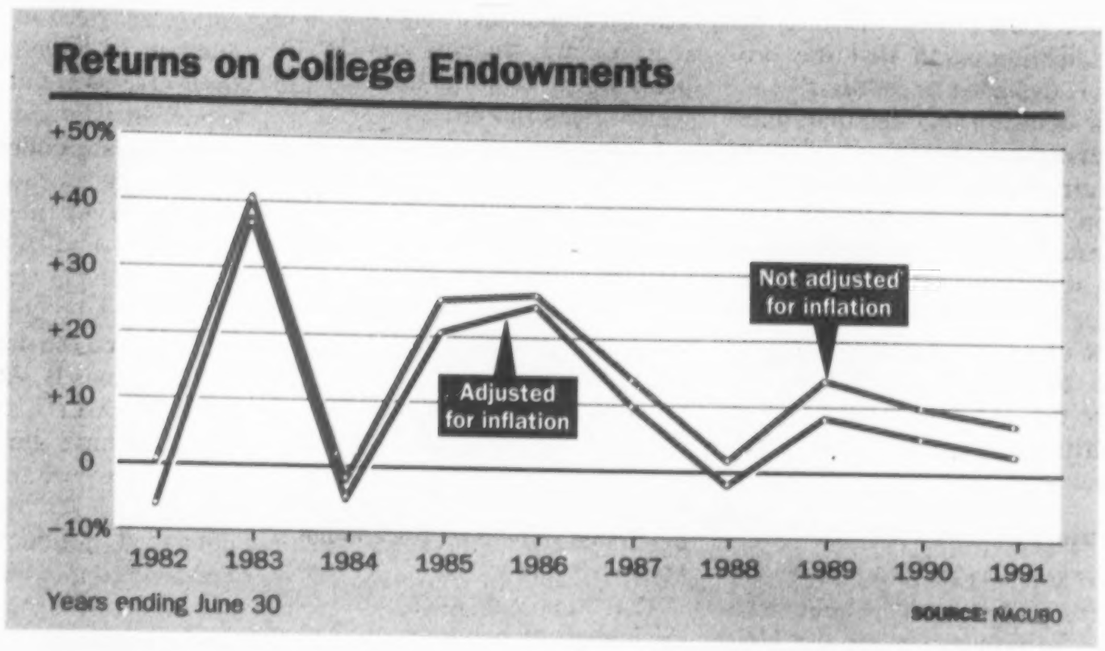
"In the grand scheme, that signals that there are institutions beginning to think about investment policy in the 1990's," she added. "They are going out and seeking rates of return that are better than if they just went to the securities and fixed-annuities markets."

Value of 6 Funds Dropped

Endowments reported returns ranging from a high of 26 per cent to a loss of 14.4 per cent. According to the study, the market value of six college endowments actually dropped between 1990 to 1991. Nearly 400 institutions were included in the study.

NACUBO does not release rates of returns for individual colleges, but Ms. Jenkins said the two colleges that earned return rates of 20 per cent or more last year had been heavily invested in equities, distressed securities, and foreign markets.

Although the average rate of return was lower than it had been in previous years, some institutions did better than average. Emory University earned 17.2 per on its endowment, one of the highest returns of any institution in the study, according to John Temple, Emory's executive vice-president. Mr. Temple said the high performance of its endowment was due to the large block of stock it holds in the Coca Cola Company, some 12 million shares.



Thanks to the continuing strength of the stock, Mr. Temple said, Emory's endowment today is now worth $1.6-billion, compared with $1.28-billion, the figure the university reported for the year that ended last June.

'Conservative' Management

Another institution that did better than average was Northwestern University, which recorded a 10.4-per-cent return on its endowment, now worth more than $1-billion. Marilyn McCoy, Northwestern's vice-president for administration and planning, said the university's endowment had done relatively well last year because it was "conservatively managed," with about 60 per cent invested in securities, especially health stocks.

Several endowment managers noted that some colleges are reconsidering their holdings in real estate, once a favorite among college investors. According to the study, colleges that held real estate recorded an average loss of 1.1 per cent on such investments in 1990-91. "For all of us that hold real estate, it's either a drag or a negative on the endowment," said Mr. Temple, who added that he wouldn't be surprised if Emory eventually moved to write down its real-estate assets by $2- to $3-million.

Some institutions have already taken that step. Last year Harvard University wrote down the value of some of its real-estate and oil and gas investments in the most speculative portion of its endowment. Although the university would not confirm the size of the writedown, it was widely reported to be more than $200-million (*The Chronicle*, October 16, 1991).

In a much smaller move, Oberlin College last year wrote down the value of some of its real estate by a number that Charles Tharp, Oberlin's treasurer, said was less than $5-million. Oberlin also abolished the college's office of real-estate ventures. Although the writedown had an immediate effect on the market value of the endowment, worth $224-million in June 1991, it was necessary to correct overly optimistic appraisals, Mr. Tharp said. The overall rate of return for Oberlin's endowment was 1.1 per cent.

"I would bet that once we've cleared the decks this year, we'll see ourselves looking very good," Mr. Tharp said. By year's end, the surge in the stock market had lifted the value of Oberlin's endowment to an all-time high of $246-million, he said.

1.1% Growth for Harvard

Harvard University continued in 1990-91 to have the largest endowment of any university, with a market value of $4.6-billion, although Harvard's rate of endowment growth, at 1.1 per cent, was well below the average. Jack Meyer, president of the Harvard Management Company, said the writedown of certain assets and the performance of "private placement" investments had been responsible for the lull in the endowment's growth.

The University of Texas ranked second over all and first among public universities, with an endowment of $3.3-billion.

Ranked by endowment per full-time-equivalent student, the Academy of the

Continued on Following Page

1991 Endowment Returns

All investment pools	**+7.2%**
By size:	
$25-million and under	+7.8%
$25-million to $100-million	+7.2%
$100-million to $400-million	+7.0%
$400-million or more	+6.0%
By type of institution:	
Public	+7.9%
Private	+7.0%
Comparative measurements:	
Standard & Poor's 500 Index	+7.4%
Lehman Brothers Government Corporate Bond Index	+10.2%
Lehman Brothers Government Bond Index	+10.1%
Consumer Price Index	+4.6%

Note: The figures represent total-return rates—including changes in market value plus dividends and interest—for the year ending June 30, 1991, based on data for 395 college and university investment pools.

SOURCE: NATIONAL ASSOCIATION OF COLLEGE AND UNIVERSITY BUSINESS OFFICERS